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ABSTRACT

This semester course has been designed as a capstone to previous sequential units developed by the Latin American Curriculum Project. It originally consisted of five units, however, two formerly optional units are now included in the packet. The development of understanding of contemporary Latin America-its history and culture, its contemporary problems, and its prospects for the future, is considered as the overall course objective. The units included are: Geographic Setting and Historical Background; Contemporary Society and Selected Institutions; Government and Politics; Economic Development; Contemporary Inter-American Relations; Selected Contemporary Problems of Latin America: Population and Urbanization. Land Reform; Latin American Creative Expressions. This is a multidisciplinary approach through which students are expected to gain experience in: reading, analysis, research technique, critical thinking, and, in opinion formation and articulation. Main ideas, activities, readings, and materials are suggested as guides for the teacher to allow flexibility. Recommended texts and references are listed for each unit. Related reports are: ED 036 679, SO 000 019, SO 000 020, SO 000 021, SO 000 022. (SBE)

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UNIT I GEOGRAPHIC SETTING AND HISTORICAL BACKGROUND *

Senior Elective Course on Contemporary Latin America

SO 000 023

LATIN AMERICAN CURRICULUM PROJECT
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OVERVIEW TO SENIOR COURSE

This senior semester course on contemporary Latin America has been designed as a capstone of previous studies on Latin America. It consists of five units:

Unit I. Geographic Setting and Historical Background

Unit II. Contemporary Society and Selected Institutions

Unit III. Government and Politics

Unit IV. Economic Development

Unit V. Contemporary Inter-American Relations

Three optional units - 1. Creative Expressions, 2. Land Reform, and 3. Population Growth and Urbanization - are currently being written.

An overall objective is to develop understanding of contemporary Latin America-its history and culture, its contemporary problems and its prospects for the future. An attempt is made to eliminate bias and stereotype as factors which might influence a study of an underdeveloped world region. The approach is multi-disciplinary and a variety of methods and materials is suggested. Students should gain experience in reading and analyzing, in research technique, in critical thinking, and in forming and articulating their own opinions. Main Ideas, Activities, Readings, and Materials are suggested as guides for the teacher who may omit or supplement according to her individual needs.

The following texts and references are recommended to be available in multiple copies in the classroom:

Unit I. Ewing, Ethel E., Latin American Culture. Chicago: Rand McNally, 1963. -$1.28 each.

Kingsbury, Robert C. and Schneider, Ronald M., An Atlas of Latin American Affairs. New York: Praeger, 1965. - $1.95 each.

Peterson, Harold F., Latin America. New York: Macmillan, 1966. -$2.28 each.
Stavrianos, Leften S. and Blanksten, George I., Latin America. Boston: Allyn and Bacon, 1967. - $1.32 each.

Unit II. Ewing, Peterson, Stavrianos. (See above)

Unit III. Peterson and Stavrianos. (See above)
Two booklets prepared by the Committee on Foreign Relations, United States Senate:
Survey of the Alliance for Progress, The Political Aspects.
Survey of the Alliance for Progress, The Latin American Military.

Unit IV. Hanke, Lewis, Mexico and the Caribbean. Princeton: D. Van Nostrand, 1967.
Hanke, Lewis, South America. Princeton: D. Van Nostrand, 1967.
Socio-Economic Progress in Latin America, Washington, D. C.: Inter-American Development Bank. 1968.

Unit V. (Materials included in the unit.)

Other recommended sources are listed in the overviews preceding each unit.

As a guide to additional references and materials the following bulletins published by the Latin American Curriculum Project of The University of Texas should also prove useful. They may be ordered from the ERIC Document Reproduction Service, the National Cash Register Company, Box 2206, Rockville, Maryland, 20852:

Bulletin #2 - Teaching about Latin America in the Secondary School: An Annotated Guide to Instructional Resources, 1967, 71 pp. ED Number: ED-012-833. Price: Microfiche - $0.50, Hard Copy - $3.08.

Bulletin #3 - The Social Scientists Look at Latin America: Six Position Papers, 1967, 174 pp. ED Number: ED-012-365. Price: Microfiche - $0.75, Hard Copy -$7.40.

Bulletin #4 - Key Ideas about Latin America, 1967, 33 pp. ED Number: ED-013-342. Price: Microfiche - $0.25, Hard Copy - $1.60.

AN INTRODUCTORY EXERCISE FOR THE COURSE

Main Ideas

I. Modern transportation and communication have increased the need for knowing other cultures of the world.

II. Many United States citizens are not informed about Latin America and base many of their beliefs about the area on bias and stereotype.

III. The cultural traditions of the Latin American countries - Latin-based languages, Roman Catholic religion, and Roman-based legal systems - set them apart from the English traditions of Anglo-America.

Reading Assignment:

Peterson, pp. vii-5.

Suggested Activities	Explanatory Notes
Ask students to describe their image of a typical Latin American. What might life be like for a high school student in Latin America?	Review this discussion after the class reads the Peterson assignment given above and again after further study in the units that follow.
Have the class read in Peterson, Latin America, the Introduction and the Prologue and consider the following questions:	
Why is it now important to understand the way of life of people in other regions of the world?	Refer to Main Ideas I and II above and to p. vii in Peterson.
Reread the quotation from Herbert E. Bolton on p. 1 of the Prologue. Compare his statements to what you previously thought about "American history". Why might his assertions make you feel angry? Define nationalism and ethnocentrism. How can these two factors distort one's view of another culture? Give examples.	Refer to Main Idea II above and to the text p. 1. Herbert Eugene Bolton taught at the University of California for many years and served as President of the American Historical Association. He felt that the history of the U. S. should not be studied independently but in relationship to the history of the Americas.
What images of Latin Americans are described in the Prologue? Which are favorable and which unfavorable and why? Compare these images to the ones the class discussed previously.	
Define stereotype and give examp' s.	The teacher might ask students how Americans might be stereotyped by Latin Americans.
Reread the Hubert Herring quotation on p. 4 of the Peterson text. Why might this quote "sum up the common prejudices in the U. S. not only against Mexico but all Latin America"?	See discussion following the quotation and refer to Main Ideas above.

Suggested Activities	Explanatory Notes
What evidences of "Latin" influence can you find in modern Latin American culture? What problems might be encountered in labeling the area "Latin" America? (See note on Sánchez to the right.)	See Main Idea III above. However, Luis Alberto Sánchez, a Peruvian intellectual, wrote a book entitled, Does Latin America Exist? His conclusion was that Latin America does not, in fact, exist. The culture of the area, he holds, is Indian and Iberian; and millions of people living in the area do not have Latin origins - Indians, mestizos, and Negroes, for example. Yet many Latin Americans feel that they have something in common and the world tends to consider them as a unit.

GEOGRAPHIC SETTING AND HISTORICAL BACKGROUND

OVERVIEW

Since it is assumed that students have had frequent exposure to Latin America in previous courses, this unit presents only a brief review of the geography and history of Latin America. Large amounts of materials have been condensed and synthesized into Main Ideas which should serve as the focus for instruction. Through a study of this unit, students should understand how the geography and history of the area affect contemporary Latin American life.

Although other texts may serve equally well, the following texts are used throughout as the basis of readings and some activities. They should be available in multiple copies in the classroom:

Ewing, Ethel E., Latin American Culture. Chicago: Rand McNally, 1963. - $1.28 each.
Kingsbury, Robert C. and Schneider, Ronald M., An Atlas of Latin American Affairs. New York: Praeger, 1965. - $1.95 each.
Peterson, Harold F., Latin America. New York: Macmillan, 1966. - $2.28 each.
Stavrianos, Leften S. and Blanksten, George I., Latin America. Boston: Allyn and Bacon, 1967. - $1.32 each.

A valuable supplementary source is:

Pendle, George, A History of Latin America. Baltimore: Penguin Books, 1963.

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GEOGRAPHIC SETTING

Main Ideas

I. Latin America is an area of great physical diversity, relatively isolated from world population centers and trade routes.

A. Geographically, Latin America extends from the southern border of the U. S. to Cape Horn and includes the Caribbean Islands, but the great concentration of land in Latin America is in the low latitudes.

B. Most of Latin America lies southeast of the United States with the west coast of South America almost directly south of the east coast of North America.

C. While cultural Latin America includes the nations of Spanish, Portuguese and French background (see Introduction), political Latin America refers to OAS members (except the United States) and includes Cuba.

D. Commonly used regional subdivisions of Latin America are Mexico, Middle or Central America, South America, and the Caribbean area or West Indies. Also used are the Andean countries and the Plata region.

E. There is great variability in the size of the Latin American countries, e. g. Brazil which makes up 47% of the continent of South America vis a vis some of the tiny Central American nations.

Suggested Activities	Explanatory Notes
The reading assignments to the right should be made to develop the Main Ideas cited above. The questions and activities listed below are based on these Main Ideas and the readings.	Kingsbury, Chapters 1, 5, 7, 8, and 9. Peterson, pp. 6-16 and pp. 95-108. Stavrianos and Blanksten, pp. 6-10 and pp. 37-39.
A. Initiatory Discussion Questions	
1. What is included in geographic Latin America?	Refer to Main Idea IA and utilize transparency #1.
2. Where is Latin America in relation to the United States and to other continents? (Latin Americans are often referred to as "our neighbors to the south" whereas much of the region is several thousand miles away. Also South America lies to the southeast, not to the south of North America)	The purpose of this question and the accompanying activities is to develop a correct mental image of the location of Latin America and its population centers relative to other continents and population centers in the world. See Main Idea IB.
Have the class first estimate and then actually measure distances by water and by air from Latin American cities to other world cities with a graduated string and a globe. For example:	See map on p. 3 of Kingsbury.
a. Río de Janeiro to New York; to London. b. Buenos Aires to New York; to Rotterdam. c. Caracas to Houston; to London.	Activities (a) and (b) are intended to correct the misconception that trade and friendship ties between South America and the United States are fostered by close proximity to one another. Only parts of northern South America such as Caracas (see activity (c) to the left) are relatively

II. Mountains, tropical rainforests, and deserts or semi-arid regions account for more than half of Latin America's nearly eight million square miles (about two and one-half times the size of the United States).

A. Mountains, particularly the Andes and including the mountains of Mexico and Central America, are Latin America's most prominent topographic features.

B. High elevations make life comfortable in otherwise inhospitable tropical regions.

C. Mountains are obstacles to transportation and trade, inter-American cooperation, and even national unity. Railroads and roads tend to lead to ports rather than to connect nations or inland cities.

III. Much of Latin America is unsuited to agriculture. (There is less good, arable land than in the United States.)

IV. With few exceptions (Uruguay, Paraguay, and Central America), mineral resources are widely distributed, but there is significant lack of coal.

A. Some desert areas contain important minerals but mining appears to be most important in the Andean region.

B. Latin America's mineral resources have not been comprehensively surveyed or exploited but such activities can be expected to increase as the demand for raw materials grows.

V. The four major river systems (Amazon, La Plata, Orinoco, and Magdalena, all of which empty into the Caribbean Sea or the Atlantic Ocean) have not provided efficient transportation uniting areas and peoples but offer considerable potential for hydroelectric power.

Suggested Activities	Explanatory Notes
d. Mexico City to Houston compared to Mexico City to Santiago, Chile. e. Lima to Tokyo; to San Francisco; Valparaíso to Sydney, Rotterdam, Seattle.	close to the United States. The populous southeastern coast of South America is a great distance from both the United States and Europe, its major trading partners. Activity (d) is suggested to correct the misconception that unity among Latin American nations and people is fostered by proximity to one another. Activity (e) points out that trade between west coast nations of South America and other countries is handicapped by great distances.
3. What are the dimensions of Latin America? a. Have the class discover the great range in latitude of Latin America by computing the distance in nautical miles from northernmost Mexico to the southern tip of South America. One degree of latitude equals 60 nautical miles (6,000 feet equal 1 nautical mile). Students could also determine the distance saved by a ship traveling from New York to San Francisco via the Panama Canal rather than traveling all the way around Latin America. A graduated string could be used on a globe for this purpose.	The distance saved through use of the Panama Canal by west coast South American nations in their sea trade with Europe and the Atlantic-Gulf Coast ports of the United States could also be pointed out with a globe.
b. Have the class compare the relative size of Latin America and the United States. Latin America is 2 1/2 times the size of the United States and Brazil is slightly larger than the conterminous United States.	See Stavrianos, p. 8.

Suggested Activities	Explanatory Notes
c. In what latitude range is most of Latin America? Note should be made that the bulk of Latin America lies in low latitudes (0-30°). Except for mountainous areas, no part of Latin America experiences extremely cold winters as does much of Anglo America. This is because the only part of Latin America in higher latitudes is the tapered southern segment of South America and its climate is moderated by adjacent water bodies.	It should also be noted that extremes of heat are absent in Latin America except for parts of northern Mexico, Paraguay and northern Argentina. A common misconception is that tropical areas have the highest temperatures in the world. Highest temperatures are actually recorded in daylight hours in desert areas north and south of tropical areas. This is in large part due to the lower humidity and lack of cloud cover in desert areas. Have the class suggest a factor that would have a cooling effect on the climate of the following cities: Mexico City, Bogotá, Lima, Buenos Aires, and Río de Janeiro.
4. What unifying features does Latin America have as a cultural area? Religion and language should be noted, along with exceptions (see Kingsbury, p. 6). Characteristics and problems typical of a technologically less advanced area might be cited also.	
5. What factors tend to make Latin America diverse? The point should be made here that in Latin America, as with most large cultural regions, there is much more diversity than uniformity present. (ethnic groups, size and prosperity of nations, etc.)	

Suggested Activities	Explanatory Notes
B. Map Exercises.	
As an introduction and review of the basic geographic features of Latin America, the students could prepare the following outline maps.	Transparency Masters #2, 3 and 4 can be used to make ditto map masters as well as transparencies.
1. Political divisions and capitals-Middle America and South America. Compare relative sizes of Latin American countries (see Stavrianos, p. 20).	
2. A simplified population density map for Latin America showing high degree of nucleation and isolation of population "islands". Have the students suggest a reason for this nucleation. (See map in Stavrianos, p. 44.) What implications does this have for unity in Latin America? Also locate and label the following cities of over 1 million population: Buenos Aires, São Paulo, Río de Janeiro, Mexico City, Santiago, Caracas, Lima, Havana, Bogotá, and Montevideo.	People tend to settle in areas where they can provide a living for themselves and their families in agriculture, manufacturing, or other activities. A characteristic of a nation in a technologically less advanced region such as Latin America is the primate city. The primate city developed in the European colonial period of the nation and is far larger than any other city in the nation. With its great size it is the focal point of and dominates the economic, political and cultural life of the nation. Which of the cited urban centers of Latin America are primate cities?
As can be seen by the population map, most of South America's population tends to be located near the edges of the continent. However, the population of Middle America is concentrated in the interior. Suggest some reasons for this difference.	

Suggested Activities	Explanatory Notes
In Brazil there is currently a movement into the unsettled interior of the country. Have one pupil do a report on the building of the new capital of Brazil, Brasilia. He should consider the following problems: transportation to other population centers in Brazil, getting people to move there, support from a nearby hinterland, price of food and manufactured products, difficulties in developing industry.	Suggested references are Life World Series, Brazil, New York: Time Inc., and Kingsbury, pp. 120-121. The western frontier area of Brazil today can be compared to the 19th century frontier in the western United States.
3. A simplified ethnic map of Latin America showing areas predominantly (a) Indian, (b) mestizo (mixed Indian and European ancestry), (c) European and (d) Negro (Peterson, p. 19). What reasons can be suggested for these distributions? (Many Europeans preferred to settle in non-tropical climatic areas; Negroes were originally brought into tropical plantation areas as slaves; and Indians are today predominant in areas least desired historically by Europeans.)	
4. Prepare a map on which are labeled some of the more prominent physical features of South America including: Andes Mountain System Altiplano Guiana Highlands Brazilian Highlands Pampas	

Patagonia
Amazon River Basin
Magdalena River
Paraná River
Orinoco River
Atacama Desert
Tierra del Fuego
Gran Chaco

Consider, using specific examples, what effects mountains have had on trade, inter-American cooperation and national unity of the Latin American countries? Compare to the geography and history of North America.

See Main Ideas IIA, B, and C above. An excellent example of the political effects of the Andes in Ecuador is given in Stavrianos on p. 28ff. An illustration of the difficulties of road travel presented by the Andes in Bolivia is seen in Peterson, p. 9. Ask students to find other examples of the effects of mountains on development, etc., in Central America for example. (Consult p. 3 in Kingsbury for a map which shows areas over 5,000 ft. above sea level.)

Have pupils report on the Amazon, the Orinoco, the Magdalena, and the Paraná-Uruguay river systems. Why are these systems important to the people of Latin America?

See Peterson, pp. 14-15 and other texts.

5. Have the students prepare an outline map showing areas generally inhospitable for agriculture. Include (1) desert areas, (2) mountainous areas, (3) Amazon Basin. How does this map help to explain the population map? Why is agriculture difficult

in each of the three environments cited above? (In the case of the Amazon Basin, the soil is generally infertile. The heavy rains that fall here dissolve or leach out valuable soil nutrients needed for crop growth. A common misconception is that tropical soils are rich because they support thick rainforests.)

C. Other Questions and Activities

1. Study the map of mineral resources in Latin America on page 15 of Kingsbury. Make a list of the major countries that produce each resource. What are the major uses of each of these resources? Why are so few of these resources actually used in manufacturing in Latin America itself?

   Latin America has substantial mineral resources for industrial development. However, many of these resources are produced in just a few nations. Consider the case of petroleum, for example.

   Monterrey, Mexico and Volta Redonda area between Río de Janeiro and São Paulo are major steel producers. What advantages do these locations have for this industry?

   Consider proximity to iron ore and to coal. (Latin America must import some coal for steel making.)

2. Study the map of major commercial agricultural products in Latin America. Cite the major producers of each. Which products would the United States be most likely to import? What nations would the United States be most likely to compete with in agricultural production?

   See the map in Kingsbury, p. 19.

Suggested Activities	Explanatory Notes
3. How does dependence on one product contribute to economic and political instability? Have students report on the cases of Venezuela, Bolivia, and Chile.	See Peterson, pp. 98, 100-104, and Kingsbury, Chapters 7 and 8. (Teacher may wish to save a more detailed discussion of economic issues for the later unit on economic development.) See also transparency #5.
4. How does altitude affect the raising of crops in Latin America? Note: temperature decreases about $3^{o}F$ for every 1,000 feet increase in elevation.	See Kingsbury, p. 41.
5. What effect would the lack of land suited to agriculture have on the development of Latin America? On population distribution?	Refer to Peterson, pp. 95-100, "Land and Food", and Chapter 8 in Kingsbury.
6. The Humid Pampas of Argentina and the Middle West and Great Plains of the U. S. raise the same products. How does the culture of the people and the physical geography of these areas help to explain this similarity in economic activity?	See Kingsbury, p. 96.
7. Compare the economic and physical geography of Chile with that of the west coast of the United States. What similarities and differences are there and why?	See Kingsbury, p. 93.
8. Which of the four major rivers of South America, the Amazon, Paraná, Orinoco or Magdalena would be of most use to Latin America if its hydroelectric power potential were to be more fully developed in the near future? (Consider the fact that electrical power can be efficiently transmitted only a limited distance.)	

Suggested Activities	Explanatory Notes
9. Considering their physical resource base, what nations of Latin America have the greatest potential for economic development? Which have the least?	
10. After discussing the geography of Latin America as a whole, divide the class into five groups, each to prepare a report in depth on one of the following subdivisions of the region: a. Mexico b. Central America and the Caribbean Islands c. The Andean Countries d. Uruguay, Paraguay and Argentina e. Brazil	
Each group should prepare an illustrated report describing the physical, economic and cultural geographic features of their area and its problems and prospects.	The teacher should encourage the use of maps and other visual aids in the presentation of these reports. A source of geographic information on these areas is Kingsbury, pp. 26-122.

HISTORICAL BACKGROUND

PRE-COLUMBIAN AND COLONIAL PERIODS

Main Ideas

I. The stage of development of the various Indian populations ranged from the primitive semi-migratory lowland tribes and villages to the more sophisticated, authoritarian highland civilizations.

   A. The less developed groups extended from the food collectors, such as the hunting and seed-gathering nomads who roamed the plains of Argentina, to those who practiced a primitive type of agriculture in communities scattered across the continent.

   B. The three more advanced highland Indian groups attained high levels of civilization based on differing value systems:

      1. The Mayas, located in Meso-America, were outstanding in their accomplishments in the arts and sciences.

      2. The Aztecs, located in present-day Mexico, developed a well-trained army and well-organized state and court systems.

      3. The Incas, located in the Andean highlands, were noted for their well-organized state and their building projects.

II. The Spaniards, who carved out the largest of the colonial empires in Latin America, affixed a permanent imprint upon the region.

   A. Motives for Spanish exploration, conquest, and colonization reflected late 15th and 16th century (medieval) Spanish society and included a desire to dominate other peoples, to gain commercial advantages for Spain, and to convert more souls for the Catholic Church.

Suggested Activities	Explanatory Notes
What theory is used to explain the existence of the Indian in the Western Hemisphere? How did the more primitive Indians make their living? What kinds of groupings of people were formed?	See Peterson, pp. 27-28.
Why did some groups develop more complex societies than others? Cite the achievements of the Indian civilizations of Meso and Andean America that give evidence of advanced civilizations. How do their contributions differ? (If time and references are available, have interested students do in-depth study on the Mayas, the Aztecs and the Incas, and present oral reports to the class.)	Have students study the map found in Peterson on p. 29 which locates the approximate areas of the three civilizations discussed. Have the students make comparisons between these civilizations and the early civilizations in the great river valleys of Africa and Asia. The Mayas can also be compared with the Greeks to find out why the Mayas are often called "the Greeks of the New World".
Compare the motives for Spanish exploration and conquest with the motives for the colonization of the eastern seaboard of North America. What kind of society did the Spanish intend to develop in the New World?	
Ask students to recall the conquistadores who followed the various routes illustrated on the map on p. 613 in Ewing.	
What characteristics of the advanced Indian civilizations made them vulnerable to Spanish conquest?	Consider the conquest of Peru. Pizarro in 1532 with 102 foot soldiers and 62 horsemen defeated an Indian army which probably numbered 50,000. How was this possible? List on the blackboard the reasons suggested by the pupils and compare with authentic sources.

B. The clash of Spanish and Indian cultures was disastrous for the Indian as his institutions were shattered and those imposed by Spanish conquerors tended to exploit him.

C. Spanish colonial administration was highly centralized and authoritarian, and Spanish control was reinforced by the activities of the Church which, under royal patronage, was a wealthy, conservative influence.

1. Administrators, from viceroys to corregidors were appointed by the king and ruled in his name; at the local level, the cabildo (town council) offered some opportunity for self-government, but in practice had little power or democratic character.

2. Mercantilist economic policies strictly regulated mining and trade but could not prevent smuggling and increasing foreign competition.

3. The colonial Church exercised several functions in addition to conversion of the Indians and performance of religious duties.

4. A hierarchical social order emerged with the Indian at the bottom (except for the slave), no place for the mestizo (person of mixed blood, usually Indian and European), and the creoles (people born in America of European, usually of Spanish descent) and Spanish dominant over the lower groups.

III. Portugal (in Brazil), England (in Jamaica and British Guiana), France (in Haiti and French Guiana), and Holland (in Dutch Guiana) eagerly tried to establish themselves in Latin America to gain a share in the colonial wealth being reaped by Spain.

Reading Assignment:

Ewing, pp. 606-628.
Peterson, pp. 27-41.
Stavrianos, pp. 14-17, pp. 21-25.

Suggested Activities	Explanatory Notes
In what ways did the king regulate trade and industry in the colonies? Why did Spain, consequently, serve as a channel through which the wealth of the Indies passed into the rest of Europe? Show how the sayings, "Spain kept the cow and the rest of Europe drank the milk" and Spain was "a sieve, which, whatever it receives, is never the fuller," apply to the preceding question.	Mercantilism (See Main Idea II., C., 2.) as a commercial policy emphasized protection of the mother country by means of building up a nation's economic power for political purposes and making it stronger than its neighbors. The function of the colonies was to supply the mother country with the means of wealth - gold and silver or convertible raw materials - and, in theory, the mother country undertook to meet all colonial requirements for materials needed from the outside. However, Spain developed slowly in manufacturing compared to northern European countries because of its failure to implement the ideas of the Industrial Revolution. In fact, it was unable to fulfill even its own domestic requirements.
In what way did the king seek to organize colonial government to prevent another individual from building his own power?	
How was the king assured cooperation by the church in carrying out his plans for Spain's colonial kingdoms?	
How were people placed in certain classes within the social structure?	
Compare Spanish colonial society with British colonial society on the eastern seaboard of North America. Consider areas of settlement, government, civil liberties, religion, economics, and social structure.	Interested students might also do research on French and Dutch colonial societies. Explain why the following statement is true: "In the English colonies of America the town grew up to meet the needs of the inhabitants of the country; but in the Spanish colonies the population of the country grew to meet the needs of the town."

Suggested Activities	Explanatory Notes
Consider the difference between the Portuguese colony of Brazil and Spanish colonial holdings. The following topics could be analyzed: salable products, fear of foreign intervention, labor supply, feeling of nationalism, control and regulation of life by the mother country, predominance of the city, and population growth.	

THE WINNING OF INDEPENDENCE FOR LATIN AMERICA, 1800-1825

Main Ideas

I. The wars for independence in Spanish America had complex causes and in some areas were also civil wars.

A. Internal unrest resulted from dissatisfaction with Spain's discriminatory trade and tax regulations, increased centralization of political authority, and creole-peninsulare rivalries.

B. External influences, including the ideas of the Enlightenment and the examples of success of the American and French revolutions, affected a few of the upper class American-born Spaniards.

C. The immediate impetus for rebellion came in 1808 with Napoleon's conquest of Spain and usurpation of the throne, thus providing a legal rationalization for independence movements.

II. The military campaigns were long and expensive, and feats of courage and heroism were manifest.

A. Haiti, which broke away from France in 1804 under the leadership of Toussaint L'Ouverture, was the first country to become free.

B. Mexico and the smaller Central American countries led by Miguel Hidalgo and José Morelos were unsuccessful during the first stage of their fight from 1808 to 1815, but, beginning in 1820, the more conservative Mexicans led an independence movement which succeeded.

C. Struggles for independence swept through Spanish South America from 1816-1825 under the leadership of Simón Bolívar, who was largely responsible for the establishment of republics in the north, and San Martín, whose forces defeated Spanish armies and liberated the southern half of the continent.

Suggested Activities	Explanatory Notes
What were the complaints Latin American colonists had against their mother countries? Compare with British colonies' motives for rebellion.	
What ideas and events inspired the independence movements in Latin America? In which particular group of people did these impressions predominate?	The liberal ideas generated by the United States in its Declaration of Independence, its Articles of Confederation, and its Constitution of 1789 and by France in its Declaration of the Rights of Man, inspired ambitious creoles with dreams of independence. These ideas of individual freedom were also strongly influenced by French writers of the eighteenth century, as Rousseau (see Peterson, p. 43), Montesquieu, Voltaire, and Diderot, and were spread throughout the capitals of New Spain by the idealistic young creoles who organized literary societies and journals.
Have pupils present reports to the class on the struggles for independence as exemplified by the following Latin American heroes: 1. Toussaint L'Ouverture 2. Miguel Hidalgo 3. José Morelos 4. Agustín Iturbide 5. Simón Bolívar 6. José de San Martín 7. Bernardo O'Higgins 8. Dom Pedro I	

D. Brazil gained independence rapidly and quite peacefully by simply declaring it, for, when the Portuguese king-in-exile returned to his native country, his son Dom Pedro proclaimed Brazil a constitutional monarchy.

Reading Assignment:

Ewing, pp. 628-633.
Peterson, pp. 42-46.
Stavrianos, pp. 17-18.

THE FIRST CENTURY OF INDEPENDENCE: THE NATIONAL PERIOD, 1825-1914

Main Ideas

I. The cohesion essential for political unification was absent due to certain insurmountable problems; the mountain and jungle barriers separating one region from another; the lack of communication and transportation facilities among the regions; the centuries of isolation from the mother countries which precipitated the development of separatist traditions; and the personal ambitions of individual leaders who preferred prominence in a small state to obscurity in a large one.

II. In spite of democratic ideals and constitutions, the tradition of authoritarian rule prevailed.

A. No political doctrine was widely accepted and experienced political leadership was lacking; most of the people of Latin America were ill-prepared to assume roles in governing themselves, for the masses were poor and largely illiterate and had never participated in solving public problems beyond the level of their own communities.

B. The influence of the military increased as the army was the only group capable of maintaining order.

C. The new republican governments were unable to maintain order and stability and were forced to surrender to the landowning oligarchy supported by the military and the church.

1. While the symbols of representative government remained, power was concentrated in the hands of one man, the caudillo, and politics were highly personalized rather than party or issue oriented.

2. Force became a fundamental political instrument as it was the only effective means of preserving order or of changing government officials.

Suggested Activities	Explanatory Notes
Why did the eight Spanish colonies separate into 18 smaller political units? (Note map in Peterson, pp. 44-45, "Political Evolution of Latin America.")	Use a wall map to illustrate geographic barriers to political and cultural unity in Latin America.
Why is Bolívar considered to be less of a hero in Peru than in other countries?	Note from the map how the Viceroyalty of Peru was broken up after Independence. Bolívar was considered partially responsible for that fragmentation.
Besides geography, what other problems prevented political unification after the wars for Independence in Latin America?	
What political, economic, and social factors contributed to the rise and spread of the authoritarian tradition in Latin America during the 19th century?	See Main Idea II above.
Have four groups of pupils give reports on Santa Anna, Rosas, Francia and Díaz. Ask these pupils to concentrate on the personalismo (personal prowess and magnetism) characteristics of each of these caudillos ("strong men") and how they gained and maintained their power. After the reports, have the class consider the following questions: 1. What common characteristics did these caudillos have? Why were these characteristics important?	

III. There was little social revolution accompanying independence, and society continued to be hierarchical with great distance separating rich and poor.

A. The creoles and some mestizos gained socio-economic and political power, the latter largely through the military.

B. Before the end of the century, Negro slavery was abolished and the Indians were freed from many restrictions which they had incurred during European rule.

C. Emigrants from Europe added their numbers to growing middle groups in such countries as Argentina, Brazil, Chile, and Uruguay.

IV. The disorganized nature of the independence movements and the disunity which followed hindered cooperation among the new nations and contributed to economic chaos.

A. New Latin nations had to contend with other recently independent Latin countries in settling such problems as boundary disputes, sometimes at the risk of war.

B. Agricultural (hacienda) interests were dominant thus hindering commercial and industrial development as well as social change.

C. The political instability of Latin nations also hampered the growth of economic prosperity during the period immediately following the wars for independence, but some greater stability during the latter part of the nineteenth century increased investment of foreign money, mainly from Britain and the United States.

D. The United States formulated the Monroe Doctrine (1823) to prevent non-Americans from using force to protect their interests.

Reading Assignment:

Ewing, pp. 636-645.
Peterson, pp. 46-51.
Stavrianos, pp. 18; 25-28.

Suggested Activities	Explanatory Notes
2. Why were they able to achieve their positions of power?	
3. Why didn't strong deomocracies develop in Latin America during the 19th century?	
Use the War of the Pacific to note how vague boundaries between Latin American countries caused disagreements.	See Ewing, p. 642. Students should note that the outcome of the War of the Pacific which left Bolivia landlocked still causes strained relations between Bolivia and Chile.
How had the hacienda first evolved? Why were the owners of large estates able to maintain their haciendas after independence?	Spanish settlers contrived ways of persuading Indian families to settle on their agricultural holdings and of keeping them by a system of debt peonage. The winning of independence merely removed the restraints of imperialism imposed by the mother country and, to the large landowners, simply represented a recognition of the position they had claimed under Spanish control.
Illustrate the investment of foreign capital in Latin America by diagramming the typical manner in which capital was used.	See paragraph in Ewing, p. 642 for information.
Using American history source material, give the historical background for the United States' issuance of the Monroe Doctrine. Define and explain its various parts, and state examples of its use during the nineteenth and early twentieth centuries which led Latin Americans to fear United States imperialism.	

Suggested Activities	Explanatory Notes
Using Peterson, pp. 50-51 as a guide, discuss economic and social growth in Latin America during the latter part of the nineteenth century. Consider the following questions: What positive and negative effects did the Industrial Revolution have on the economic development of Latin America? What changes in the social structure were caused by the economic changes taking place? What effects did immigration from Europe have on the social structure?	See also Main Idea III.

CONTEMPORARY HISTORY (Since 1914)

Since this period is emphasized in later units, only a brief sketch will be given here. Professor Warren Dean of the University of Texas has summarized this period in Bulletin No. 3 of the Latin American Curriculum Project. Several excerpts from his summary are found in the pages immediately following. These may be duplicated for class distribution. After studying the reading assignment, discussion might center on the following questions:

1. How did the two World Wars speed up industrialization in Latin America? Explain how the desire for more rapid industrialization ties in with the growing feeling of nationalism in Latin American countries.

2. Why is the Mexican Revolution of 1910 called a "true" revolution rather than a mere change of government leaders?

3. Was Woodrow Wilson justified in his intervention in Mexico during the period of its revolution? What do you think the Mexican reaction was to United States intervention?

4. Explain how Latin America became so dependent on the United States in the 1920's.

5. Why would Latin Americans oppose United States intervention even though that intervention restored some order and efficiency in their national affairs? (The answer to this question should help explain why F. D. Roosevelt, the author of the "Good Neighbor" policy, is still considered a great hero in Latin America.)

6. Why did the economic depression of the 1930's cause so many government changes? (In later units on government and economic development the interrelationships of political and economic factors are emphasized, but students can begin speculating about this now.)

7. Explain why the success of the Castro revolution in Cuba may have hastened the implementation of the Alliance for Progress. Why were so many Latin American governments fearful of taking a firm stand against Castro?

8. Why would you expect more government participation in the economy in Latin American countries than in more developed countries?

9. What policy should the United States follow in recognizing new governments in Latin American countries which have achieved power by overthrowing existing regimes?

Reading Assignment:

Stavrianos, pp. 31-36.
Peterson, pp. 59-62.
Dean, Excerpts from "Latin American History", Bulletin No. 3 (1967) Latin American Curriculum Project, pp. 64-76.

Excerpts from

"LATIN AMERICAN HISTORY" by Warren Dean

Bulletin No. 3 (1967) Latin American Curriculum Project

World War I Period

For the Latin Americans the First World War was a crucial event. Although none of the Latin American countries took up arms, several declared war against the Central Powers, and all experienced severe economic dislocations because of shortages of imports and working capital. The United States accelerated its policy of intervention in the Caribbean and bought the Virgin Islands, partly because of a heightened concern for the security of the Panama Canal.

The most extraordinary occurrence of these years was the outbreak of a shattering social revolution in Mexico. It began in 1911 with the overthrow of the dictator Porfirio Diaz by the reformer Francisco Madero; however, it entered its really violent phase in 1914. In its first stages it was a movement designed simply to replace one circle of politicians with another, but the demand of the middle class for honest government and free elections was amplified by the peasant soldiers of the rebel armies into a deafening roar of outrage against the land expropriations, debt servitude, and repression of the Diaz regime. Throughout the decade of violence, the United States influenced, or tried to influence, the course of events. An American ambassador conspired against Madero and supported his successor Huerta. Woodrow Wilson was so insistent on the overthrow of Huerta that he supplied his enemies with arms and countenanced the United States occupation of Vera Cruz. In 1916 a punitive expedition crossed the border in search of the legendary Pancho Villa.

By the time the revolution had run its course hundreds of thousands of lives had been lost and an entire class of hacendados had been swept aside. New doctrines of nationalism, agrarian reform, and trade unionism had been added to the liberal goals of constitutionalism

and anticlericalism. The country's Indian heritage was glorified by a revolutionary government that actively sought the support of the masses. By 1920, with the coming to power of Alvaro Obregón, the most violent phase of the revolution was over....

The 1920's and 1930's

Meanwhile, the rest of Latin America became preoccupied with the failure of Europe to revive after Versailles. It no longer generated funds for investment in Latin America, nor did its demand for raw materials and foodstuffs grow as fast as Latin America's population. Inevitably the area became more dependent on the United States as a source for capital and as a trading partner. The emergence of New York in the twenties as a center of international finance, and the rapid development of United States productive capacity during the war had better fitted the United States to play an enlarged role in hemispheric trade; yet the new arrangement was a poor substitute for the multilateralism of the turn of the century.

The prices of agricultural products sagged alarmingly in 1920 and began a steady decline in 1926. The invention of an inexpensive process to draw nitrogen from the air had by 1925 ruined the Chilean trade in natural nitrates. The United States market crash practically extinguished Latin America's foreign trade; within a single year the value of each country's exports fell to a third or a quarter of the average during the decade of the twenties.

Not only income suffered. The collapse of trade pulled down with it presidents, administrations, and whole constitutional regimes. There were twelve successful coups in 1930 and 1931, and by 1935 fifteen of the countries had experienced at least temporary military control....

It should also be noticed that American occupation forces in the Caribbean had not left behind new democratic institutions, but instead only one effectively functioning organization, the army, which quickly assumed power. The Good Neighbor Policy, in essence a commitment to non-intervention, was paradoxically inaugurated during a wave of authoritarianism in Latin America.

The governments of Latin America were impelled by the severe problems caused by the decline of the export trade, and indeed by the example of the industrialized countries to intervene in the economy to a far greater extent than ever before....

World War II

American diplomacy succeeded in aligning almost all of the Latin American governments on the sides of the allies within a few months of Pearl Harbor, in spite of the military successes of the Axis and the preferences of some within governing circles for the defeat of the Allied Powers....

The prosecution of American war aims involved a reversal of the policy of non-intervention, nevertheless the Latin Americans willingly collaborated. Military bases were established in the Caribbean and on the Brazilian and Pacific coasts, and blacklisting, propagandizing, and intelligence activities were carried out. A large technical and commercial organization was created for the purpose of stimulating the production of a long list of critical raw materials. In return special priority was accorded the import requirements of the Latin American countries. Both Mexico and Brazil contributed troops to theatres of war.

As the war drew to a close, significant political realignments began to take place in several countries....In nine countries moderately liberal governments took power between 1944 and 1948, and in all the others that were still ruled by dictators some concessions were made to democratic forms....

The 1950's

By the early fifties there appeared a shift from reformist democratic and demagogic authoritarian politics to conservative military regimes....

All of the Latin American governments, whether civilian or military, faced crucial economic problems. Although the post-war economics of the industrialized countries expanded, and although international trade also revived strongly, nevertheless the Latin Americans could no longer expect the export sector to generate enough income to elevate them from the ranks of the underdeveloped countries....

Since the late fifties the military has been challenged in several countries by a resurgence of political figures who wished to create a following among the urban working class, and even among the peasantry. This continuing struggle, however, had been charged with an extraordinary significance by the Cuban Revolution of 1959. Fidel Castro, its leader, had overthrown the dictator Batista by grasping certain revolutionary currents that were traditional in Latin America, including the "cult of personality," anti-Americanism, the yearning for a more just society, for honest government, and for economic development. Then his revolutionary government became much more radical, alienating the support of the middle class and the United States. It was transformed by 1961 into a Communist state, its economy state-owned and managed, its party structure at least partly controlled by the pre-revolutionary Cuban Communist party, and its foreign policy aligned with the Soviet Union and committed to spreading the same sort of revolution all over Latin America. The interpretations put upon this transformation are as yet highly polemical. Castro's opponents insist that he had always been a Communist and that he had betrayed a liberal middle-class movement; his sympathizers insist that he had no choice, but was driven to an alliance with the East by the truculence of the United States....

Nevertheless the Cuban example has provided a profound object lesson for the United States and for all the Latin American governments. Their reactions to Cuban Communism have further redefined the political situation. The United States government accepted the proposition that other defections from its sphere of influence could only be prevented by fostering rapid social and economic development, and therefore it hurriedly adopted a series of proposals that the Latin American countries had been unsuccessfully promoting for as long as a decade. The largest of these in scope and cost was the Alliance for Progress, originally a conception of Brazil's President Kubitschek, that committed the United States to a greater expenditure of funds, mainly in the form of loans, over a period of ten years and also called for correlative social and administrative reforms on the part of the Latin American governments....

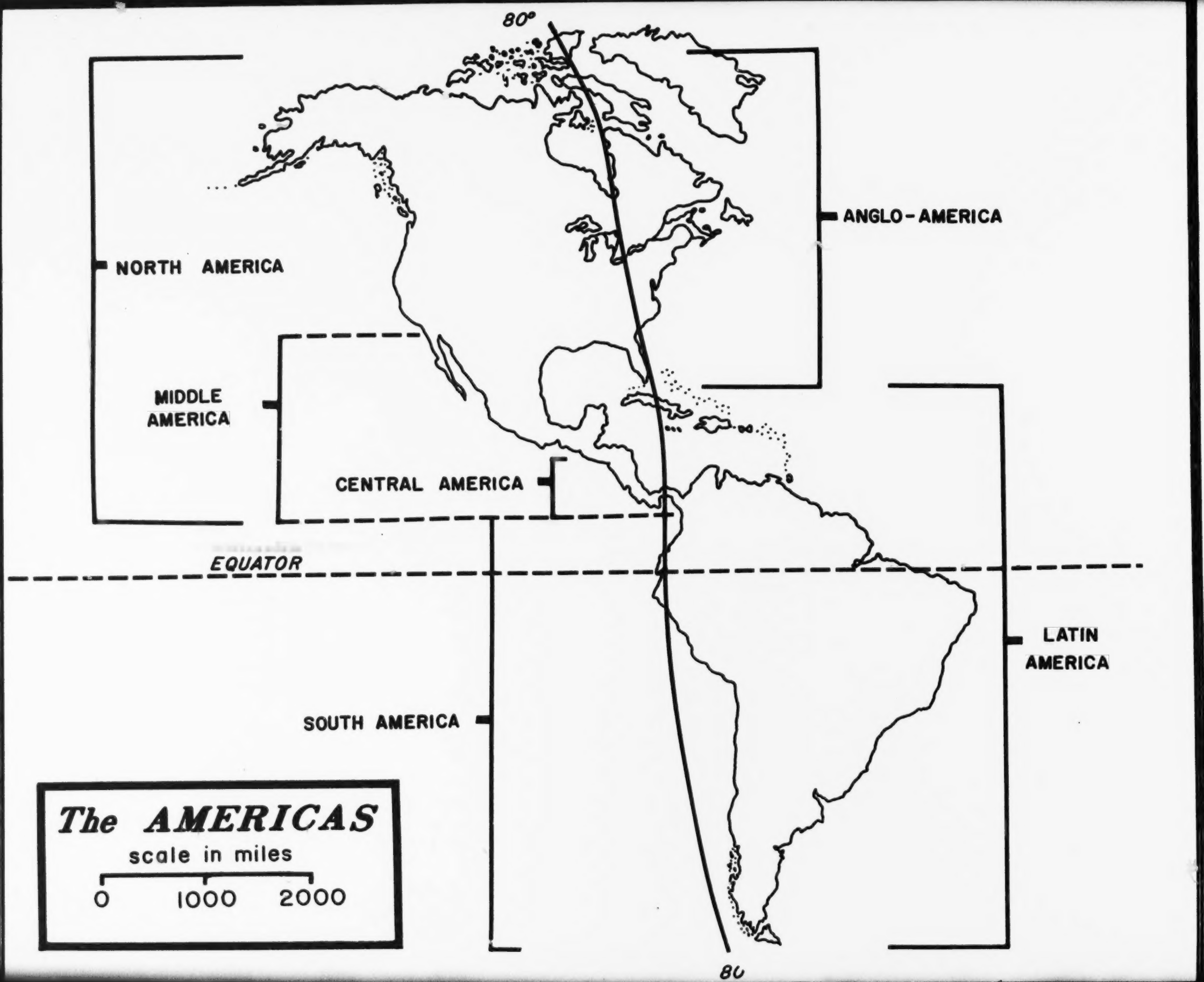
Within each Latin American country the most radical political sectors at first enjoyed increased prestige because of Castro's success. Continental revolution seemed at least possible, and many young politicians courted mass followings with a more extreme style than they would otherwise have attempted. The army officers were outraged at this display, because the Cuban example had demonstrated to them that a revolutionary government would not merely arm a militia, it would also disband the army and perhaps execute its officers. The rich increasingly sent their profits abroad, since Kennedy's Alliance seemed as revolutionary to them as Castro,

and even the local branches of U. S. firms began to send back more dollars in profits than the home offices sent out as new investments....

The 1960's

...in South America's two largest countries, Brazil and Argentina, the military resolved political crises in 1964 and 1965 by taking direct power; they have proved up to this writing to be reluctant to relinquish it to civilians whom they increasingly tend to regard as incompetent or incorrigibly corrupt....On the whole, the prospects for the development of stable political institutions in Latin America appear at this moment to be rather uncertain.

APPENDIX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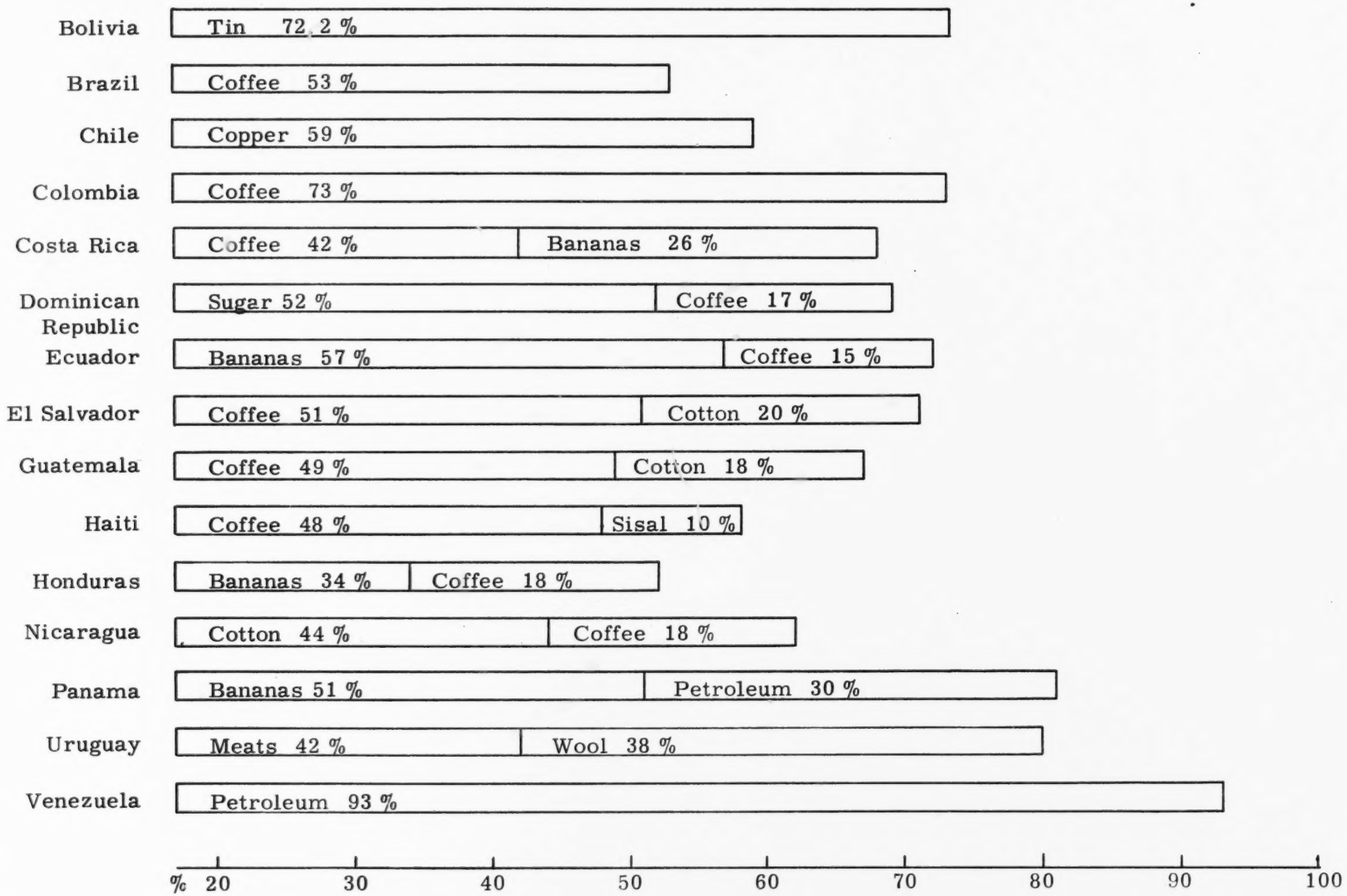
LATIN AMERICAN EXPORTS: Depending on One or Two Export Products (1964)[1]



[1]Latin American Center. Statistical Abstract of Latin America 1965 (Los Angeles: University of California, 1966), p. 143.

UNIT II CONTEMPORARY SOCIETY AND SELECTED INSTITUTIONS:

THE FAMILY, RELIGION, AND EDUCATION *

Senior Elective Course on Contemporary Latin America

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CONTEMPORARY SOCIETY AND SELECTED INSTITUTIONS:

THE FAMILY, RELIGION, AND EDUCATION

OVERVIEW

The first section of this unit surveys race, class, and socio-economic groups in Latin America. It allows students to compare these topics with similar ones of current life in the United States. In order to understand more fully life in contemporary Latin America, three institutions have been selected for further study: the family, religion, and education. Four representative families were selected as case studies for part of the first topic. The history of the church and its role in the lives of the people are covered in the section on religion. The system of education and its relationship to the development of the area are related in the last section.

Main Ideas are presented as generalizations to be used as guides for the teacher. Activities and readings are suggested to the teacher who may use these or similar activities to fit the need of his particular class.

The following texts are recommended and should be available in multiple copies in the classroom for student use:

Ewing, Ethel E., Latin American Culture. Chicago: Rand McNally, 1963.
Peterson, Harold F., Latin America. New York: Macmillan, 1966.
Stavrianos, Leften S., and Blanksten, George I., Latin America. Boston: Allyn and Bacon, 1967.

Valuable supplementary sources which include many pertinent readings on Latin American society are suggested below:

Adams, Richard N., and Heath, Dwight B., (eds.), Contemporary Cultures and Societies of Latin America: A Reader in the Social Anthropology of Middle and South America and the Caribbean. New York: Random House, 1965.

Hanke, Lewis (ed.), Contemporary Latin America: A Short History. Princeton: D. Van Nostrand Company, Inc., 1968.
Keen, Benjamin (ed.), Readings in Latin-American Civilization: 1492 to the Present. New York: Houghton Mifflin Company, 1967.
Stavrianos, Leften S. (ed.), Readings in World History. Boston: Allyn and Bacon, 1967.
Véliz, Claudio (ed.), Latin America and the Caribbean: A Handbook. New York: Frederick A. Praeger, 1968.

To assist teachers in compiling sources for the classroom or school library, the following references for each of the four sections of the unit are listed below:

CONTEMPORARY SOCIETY:

Alexander, Robert J., Today's Latin America. New York: Doubleday & Co., Inc., 1962.
Gunther, John, Inside South America. New York: Harper & Row, 1967.
Jesus, Carolina Maria de, Child of the Dark. New York: E. P. Dutton and Co., 1962.
Wagley, Charles, The Latin American Tradition: Essays on the Unity and the Diversity of Latin American Culture. New York: Columbia University Press, 1968.

THE FAMILY:

Adams, Richard Newbold, The Second Sowing: Power and Secondary Development in Latin America. San Francisco: Chandler Publishing Company, 1967.
Alexander, Robert J., Today's Latin America. New York: Doubleday & Co., Inc., 1962.
Trevino, Elizabeth Borton de, Where the Heart Is. New York: Doubleday & Co., Inc., 1962.
Wagley, Charles, The Latin American Tradition: Essays on the Unity and the Diversity of Latin American Culture. New York: Columbia University Press, 1968.

RELIGION:

Alexander, Robert J., Latin-American Politics and Government. New York: Harper & Row, 1965.
Alexander, Robert J., Today's Latin America. New York: Doubleday & Co., Inc., 1962.

d'Eça, Raul, and Wilgus, A. Curtis, Latin American History. New York: Barnes & Noble, Inc., 1963.
Dozer, Donald Marquand, Latin America: An Interpretive History. New York: McGraw-Hill Book Company, Inc., 1962.
Gunther, John, Inside South America. New York: Harper & Row, 1967.
Hanke, Lewis, Mexico and the Caribbean. Princeton: D. Van Nostrand Co., Inc., 1967.
Lewis, Oscar, The Children of Sánchez: Autobiography of a Mexican Family. New York: Vintage Books, 1961.
Mecham, J. Lloyd, Church and State in Latin America: A History of Politico-Ecclesiastic Relations. Chapel Hill: University of North Carolina Press, 1964.
Paz, Octavio, The Labyrinth of Solitude: Life and Thought in Mexico. New York: Grove Press, Inc., 1961.
Pike, Fredrick B., (ed.), The Conflict Between Church and State in Latin America. New York: Alfred A. Knopf, 1964.
Silvert, Kalman H., The Conflict Society: Reaction and Revolution in Latin America. New York: American Universities Field Staff, Inc., 1966.

EDUCATION:

Alexander, Robert J., Today's Latin America. New York: Doubleday & Co., Inc., 1962.
"Challenges and Achievements of Education in Latin America: Report of the Eastern Regional Conference Comparative Education Society." Washington, D. C.: Pan American Union, Department of Educational Affairs, 1964.
Gomez, R. A., Government and Politics in Latin America. New York: Random House, 1963.
Rogers, William D., The Twilight Struggle: The Alliance for Progress and the Politics of Development in Latin America. New York: Random House, 1967.
Silvert, Kalman H., The Conflict Society: Reaction and Revolution in Latin America. New York: American Universities Field Staff, Inc., 1966.
Socio-Economic Progress in Latin America: Social Progress Trust Fund Seventh Annual Report 1967. Washington, D. C. : Inter-American Development Bank, 1968.

Stein, William F., Hualcan: A Community in the Highlands of Peru. New York: Cornell University Press, 1961.
"Viewpoints on Education and Social Change in Latin America." Lawrence: Center of Latin American Studies, University of Kansas, 1965.

Chiefly responsible for the preparation of this unit is Mrs. Gloria Ann Steed, former teacher in the Austin Public Schools. She was assisted by Mrs. Allison Hall, recently returned from Peace Corps service in Venezuela.

Note: The research reported herein was written pursuant to a contract with the United States Department of Health, Education and Welfare, Office of Education, Washington, D. C.

CONTEMPORARY SOCIETY

Main Ideas

I. Latin American populations are racially mixed, and although reliable statistics on racial composition are impossible to obtain, several groups of countries with similar population characteristics may be identified.

A. More than half the populations of Brazil, Chile, Uruguay, and Argentina is of European origin compared to less than ten percent of the populations of most Central American and Caribbean nations, Bolivia, and Paraguay.

B. In Haiti, the Dominican Republic, Cuba, Brazil, and Venezuela, at least one-third of the people is of Negro origin.

C. Indians and mestizos constitute a majority of the population in Mexico, Central America, Paraguay, Bolivia, Peru, Ecuador, and Colombia.

II. Relations among the many ethnic groups vary from nation to nation, and, in general, there tends to be less overt racial discrimination and hostility than in the United States.

A. Socio-economic and cultural characteristics are usually most important in determining "race"; for example, an Indian may become mestizo or "white" by adopting the speech, education, dress, and occupation of another group.

1. Indians, however, were and, to a lesser extent, continue to be considered inferior; but in a few nations, as Mexico, the Indian heritage is now respected and a source of pride.

2. A large proportion of the Negro population is still in the lower classes, and mobility is almost non-existent because of the wide distance separating rich and poor in some countries.

Suggested Activities	Explanatory Notes
What are the major ethnic groups in Latin America? In what areas do they predominate? What are the historic reasons for the prevalence of these groups in their respective locations?	As an initiatory activity read the introductory statement on page 16 in Peterson. Then examine the map, "Latin American Ethnic Groups," found on page 19 of the same text.
"A rich Negro is white and a poor white is a Negro," is a popular saying in Brazil reflecting the tendency to overlook those physical features of a person which do not correspond to that person's social position. Compare race relations in Latin America and the United States. How does the Latin American's concept of "race" differ from the United States' concept?	Charles Wagley, an American anthropologist, analyzes the differences in attitudes toward race and the effects of these differences in an article, "On the Concept of Social Race in the Americas." North Americans, he contends, make use of ancestry almost exclusively in defining who is Negro and who is white, while most Latin Americans consider sociocultural traits and physical appearance.
Compare social mobility in the United States and Latin America. Can an Indian in the United States, for instance, become "white" by adopting the speech, education, and occupation of that group?	Wagley believes that greater mobility is afforded the Indian and the Negro in Latin America because they can adopt the traits of mestizo or white groups and, in effect, become one of them. However, he argues, using ancestry alone in race definition, two almost caste-like societies are created in the United States with little mobility between them.
Justify whether or not the following statement by John Gunther on the advancement being made in Latin American society could also apply to society in the United States: "Because of education more people are emerging out of the lower and entering the middle class, and the middle classes, if they become rich enough, soon become uppers. The position is gradually	

3. Traditionally, the mixed bloods -- mestizos and mulattos -- had no fixed place in society; today their mobility depends upon their own initiative and ability to assume the characteristics of a group considered more elite

B. Regardless of their acts in reality, Latin Americans ideally regard the merging of the races, rather than "racial purity," as the standard for their society.

III. Upper and lower sectors of society, which have more mobility within than between them, may be identified.

A. In the work or lower sector, total wealth is very small and insufficient for access to upper sector prestige symbols.

B. The upper sector places a negative value on manual labor, and while wealth may enable one to gain prestige symbols, wealth alone is not enough; "correct" speech, behavior, and family are necessary as is the power to influence other people.

C. A middle class, more closely associated with the upper than the lower group, is growing; it is also prestige oriented and disdains manual labor, and its mobility is greatest in the cities where educational and economic opportunities are most available.

IV. Various socio-economic groups may be more specifically identified as peasants and rural laborers, urban working class, urban unemployed, urban middle class, landed upper class, and business-oriented, urban upper class.

A. Peasants and rural laborers tend to be illiterate, poor (usually living at a subsistence level), and provincial in outlook.

B. The urban poor, the workingmen, and the unemployed who inhabit the slums and shack towns surrounding major cities are more aware of how others live than the rural poor and are, consequently, restless and potential supporters of extremist leaders.

Suggested Activities	Explanatory Notes
being reached where a man's position in society depends on his achievement, not merely on family and social status."	
Compare the Indian's position in the society of Mexico or Guatemala with that in Bolivia, Peru, or Ecuador. Why are their positions widely different? Are the differences principally cultural or racial?	If available in the school library, the following readings might be helpful: "The Place of the Indian in Bolivia," in Hanke; "Assimilating the Indians," in Stavrianos; and "The Indian Problem Today" and "The Uprooted," in Keen. (See supplementary sources suggested in the Overview of this unit.) Note that the barriers to upward mobility in society for the Indian are less in Mexico and greatest in Peru. In Guatemala the revolutionary governments of 1944-54 made efforts to integrate the Indian into the national political scene. In the Andean countries, however, the Indian leads a relatively restrictive life, his expectations limited; more than likely his position is a semi-feudal one on a latifundio (landed estate) as a wage laborer and culturally separate from the rest of society.
What does the word "class" mean to students? The phrase "socio-economic group"? What symbols of prestige are associated with the upper and middle classes by the lower groups in the United States? In Latin America?	
Have students make a list of the ten things they value most. Can the answers be grouped in general categories? Are they primarily	

C. The urban middle class includes growing numbers of white-collar workers, government employees, military officers, political leaders, small businessmen, and professional people; this group is materially comfortable, literate, and politically active.

D. Wealth and "family" characterize the traditional landowning upper class while business and industry have produced a more cosmopolitan, wealthy group with different interests and few if any ties with the Church.

Reading Assignment:

Peterson, Harold F., Latin America, pp. 16-19.
Stavrianos, Leften S., and Blanksten, George I., Latin America, pp. 10-12.

The following readings may be used for supplementary assignments if available in the school library:

Hanke, Lewis, Contemporary Latin America: A Short History. Princeton: D. Van Nostrand Co., Inc., 1968.
"Modern Latin American Culture," pp. 336-338.
"The Culture of Poverty," pp. 355-357.
"The Colombian Upper Class -- White, Privileged, Competent," pp. 398-400.
"The Place of the Indian in Bolivia," pp. 410-411.
"Race and Class in Brazil," pp. 447-449.

Keen, Benjamin, Readings in Latin-American Civilization: 1492 to the Present. New York: Houghton Mifflin Co., 1967.
"The Indian Problem Today," pp. 381-385.
"The Uprooted," pp. 457-460.

Stavrianos, Leften S., Readings in World History. Boston: Allyn and Bacon, Inc., 1967.
"Social Attitude Toward Labor," pp. 495-496.
"Assimilating the Indians," pp. 500-504.

Suggested Activities	Explanatory Notes
materialistic or non-materialistic? Would Latin American students make similar lists, or would they tend to think that students in the United States place too much emphasis on material things?	
Have students speculate about the meaning of the phrase "gentleman complex." How is the term related to the strong sense of social class in Latin America?	Wagley believes Latin Americans to be more sensitive of their "pride" and more conscious of "face" than North Americans. The "high-placed" man who makes a point of forgetting his social position by showing that he, too, can perform manual labor or menial tasks is admired in North America. Latin Americans, however, feel that an individual's work is an important indication of his social class. Consequently, "professional men, executives, and technicians are careful not to perform tasks that they consider to be those of subordinates and...below their position," for "to do so would endanger their status and might cause them to lose face." For the historical background on this attitude, see "Social Attitude Toward Labor," a selection in the Stavrianos readings.
Why would some contend that there are three classes, some two, in Latin America? Considering Adams' distinction, where would the middle class in Latin America fall?	Wagley claims that those "people who have climbed socially and economically out of the inert mass" are the new groups that form a "middle class". They tend to identify themselves with the aristocracy, adopting aristocratic values and imitating aristocratic behavior. Richard N. Adams, an American social anthropologist, identifies two sectors with regard to goals and means to attain them. The upper

Suggested Activities	Explanatory Notes
	sector holds a variety of prestige symbols as its goals, and the means to achieve these goals is the manipulation of power. The lower sector holds wealth as its goal with work the only means for achieving it.
Identify the socio-economic groups in Latin American society. Begin the study of these various groups by reading the selections from Child of the Dark. What aspects of life among the urban poor are revealed? Is the author prejudiced toward people of other races? Does she feel that racial prejudice exists in São Paulo? What evidence does she give that class structure does occur in Brazil? Could her thoughts about prejudice in the favela be compared with those of persons inhabiting slums in the United States? How does prejudice contribute to the restlessness of the urban poor in both areas?	See Main Idea IV. Use Reading #1 (see Appendix of this unit.) Carolina Maria de Jesus, an unmarried Negro with three children, lived in a favela (slum, shack city) of São Paulo collecting paper and ransacking garbage cans to provide for her family. In a notebook found in the trash she recorded her fight for survival -- glimpses of the encounters and impressions of her daily life. Her writings were discovered by a young reporter who persuaded her to let him take one of her twenty-six notebooks to his newspaper and later to Brazil's largest weekly magazine. Her diary became the literary sensation of Brazil when published.
After the study of Carolina's work, have students write diaries exemplifying the daily lives of other socio-economic groups.	Use Reading #2 as a basis for this exercise and any additional material in the school library such as the selections "Modern Latin American Culture," "The Culture of Poverty," "The Colombian Upper Class -- White, Privileged, Competent," and "Race and Class in Brazil" in the Lewis Hanke reading book. Note that the illustrations in Reading #2 do not necessarily apply to all types within the various socio-economic groups, but they do enable some generalizations to be made about them. In the section of this unit, The Family in Latin America, an urban middle class family, an urban poor family, and a rural

Suggested Activities	Explanatory Notes
	poor family are studied more thoroughly and provide even better views of the various socio-economic groups.

2

SELECTED CONTEMPORARY INSTITUTIONS: THE FAMILY

Main Ideas

I. The family in Latin American society cannot be considered an independent unit apart from extended kindred relationships and friendship alliances.

   A. The importance assigned to kinship in Latin America, as evidenced by the extended family, contrasts strikingly with its significance in the United States.

   B. The system of compadrazgo (godparenthood) creates strong relationships between parents and godparents as well as the child and his sponsors in Latin America.

   C. Cofradías and irmandades (religious brotherhoods) indicate strong feelings of loyalty to class and occupational peers and an even greater extent of the personal relationships existing in Latin American society.

   D. The average Latin American tends to limit his social relations to a few persons -- hombres de confianza -- whom he knows and trusts.

II. Variations in the basic household kin group -- a married couple, their children, and any dependent relatives -- are found in Latin America.

   A. To a large extent the position of the husband and the father currently depends upon his ability to support the family economically.

   B. The woman-headed household is very common where males are few or in areas of poverty or short-termed residence when the mother is the dominant provider.

   C. The relationship between brothers and sisters is usually one of responsibility at all levels of society in Latin America.

Suggested Activities	Explanatory Notes
Define the word "family" as it is commonly used by students. Explain the meaning of the term "extended family," and then consider the following questions: How are city dwelling relatives helpful to their rural kin? If in a position to grant economic or political favors, would members of the upper class place relatives before others? Why is inheritance a reason for keeping family ties? Is the extended family of equal importance to the growing middle classes as it is to the lower and upper classes? What factors (as the limiting of the size of families) might cause the extended family to be de-emphasized by the middle class?	In the United States a family is usually considered to be a man and his wife and their children; in Latin America the family consists of the "conjugal pair", their offspring, and a widely extended group of kin -- aunts, uncles, grandparents, cousins, nephews, nieces, and in-laws. The term "cousin" may be used for those in the second and third degree, and the cousins of one's parents may be called "aunt" or "uncle". Charles Wagley in one of his anthropological studies of kinship patterns in Brazil relates the desirability of a large extended family as expressed by an informant complaining about his lack of kinsmen: "'I am envious of Sebastião,' he said, 'that one has a parentada (kinship group) which is a 'beauty' (beleza) -- I think almost a hundred.'" Wagley also notes that "industrial enterprise is a family affair, and managers of factories and commercial houses are apt to be selected from among relatives or because of their loyalty to the family rather than for their managerial skills".
Define compadrazgo. How is compadrazgo important to a politician? How to a town or city middleman for rural suppliers? Compare the purposes of this custom in Latin America and the United States.	Compadrazgo is an "old pattern of Roman Catholic baptismal sponsorship" setting up a "psuedo-kinship relationship" according to Charles Wagley. Its purposes have become more economic and political than its original social and religious functions. Richard N. Adams, a social anthropologist, states that the compadrazgo system "has provided a method for formalizing the paternalistic relationship that exists between members of

III. Latin America is experiencing a general social transformation in which new forms of relationships among individuals are developing.

A. Men and boys continue to have considerable freedom outside the home in clubs and informal social groups.

B. The traditional position of women has been undergoing a fundamental change as they acquire a formal education and begin participating in public life.

C. Although the relations between the sexes are changing, the traditional values and patterns of behavior persist, especially among the "elite-oriented."

Reading Assignment:

Peterson, Harold F., Latin America, pp. 20-26.
Ewing, Ethel E., Latin American Culture, pp. 659-660.

Another reference for this section is:

Adams, Richard N., and Heath, Dwight B., (eds.), Contemporary Cultures and Societies of Latin America. New York: Random House, 1965. The following readings in this source are "Family, Marriage, and Divorce in Brazil" by Thales de Azevedo, pp. 288-311, and "Class and Kinship in Argentina" by Arnold Strickon, pp. 324-342.

Suggested Activities	Explanatory Notes
	the wealthier employing sector and their employees;...it has been used to strengthen specific kin bonds" and "to relate individuals who need a specific bond for economic or political purposes." He continues by stating that the compadres (godparents), "no matter what other features they may manifest, are usually characterized as persons of respeto, that is, persons to whom one shows special deference because they are proper people and know how to behave." For further information on compadrazgo, see Reading #6, De Armond on Bureaucracy, in the Appendix of the unit on Government and Politics.
Are Latin Americans the fervent "joiners" that North Americans are? Can the cofradías and irmandades be compared with any associations found in the United States?	Clubs, lodges, and other associations generally do not flourish in Latin America as they do in the United States. Religious brotherhoods are the principal types of fraternal organizations which are important in Latin American society. Those devoted to particular saints are found throughout the region. In Guatemala all male citizens of some Spanish-Indian communities automatically join cofradías responsible for cooperative community tasks. Irmandades with both male and female members exist in Brazilian peasant villages to organize annual festivals honoring saints and to serve as community cooperative units.
Explain the meaning of hombres de confianza. Are similar practices popular in the United States?	The practice of limiting social relations may be a part of the Latin tendency to identify with a personal acquaintance having mutual understandings, interests, and goals.

Suggested Activities	Explanatory Notes
After reading the suggested selections found in the Explanatory Notes, discuss the following questions: How do Latin American social attitudes regarding the role played by the male as the chief breadwinner of a household differ from those existing in North America? Does a wife's working in the United States diminish her spouse's position as head of the family? How are technological changes affecting the Latin American's attitude toward working women? What concern is shown working girls by their male relatives?	Use Reading #3 to illustrate the attitude of many Latin Americans toward the economic role to be played by women in a household. Reading #4 relates the current participation of women in the professions and civic affairs. Compare this second selection with Reading #5 taken from the autobiography of Elizabeth Borton de Trevino, a former citizen of the United States who became an ardent middle class supporter of the Mexican citizenry upon her marriage to a Mexican doctor. In her writings, note the social traditions still persisting in Latin society.
Ask the girl students if they could adjust to the dating life of Latin American girls. Then ask the boys if they believe that girls should lead a "sheltered" life and that women should stay at home.	Use the two selections in Reading #6 to exemplify dating arrangements in Latin America.
According to Señora Trevino, what attitude (concerning part-time work for high school students) exists in Mexico?	In Reading #7 Elizabeth de Trevino expresses the attitude in Mexico toward part-time jobs for youth.
Assign the four readings on Latin American families. Students should be prepared to discuss the following questions in regard to each reading: 1. Could the family be called "extended?" 2. What is the relationship between the father and the rest of the family? 3. Compare the position of the women in the household and outside the household in the urban and rural families and in the poor and middle class families.	Instead of having all students read the essays on the families (Readings #8-#11), the teacher may prefer to assign four students to represent each family on a panel discussion about life in Latin America. The questions in the Suggested Activities could serve as guides for a panel moderator. If library material on the subjects is adequate, further comparisons of family life in Latin America and the United States can be made by assigning four additio[illegible]tudents to compile reports on family life among the urban poor, the urban middle

Suggested Activities	Explanatory Notes
4. What kind of relationship exists between boys and girls and the rest of the family?	class, the rural poor, and the rural middle class in the United States.
5. Does living in the city offer hope to poor families in Latin America?	
6. What advantages and disadvantages of urban and rural life are related in the essays?	
7. Compare the homes, religion, recreation, and clothing of the four families.	

Main Ideas

I. The near universal adoption of Catholicism among Latin American nations has occurred because of the fervor with which their mother countries -- France, Portugal, and especially Spain -- spread the faith.

   A. Mass religious conversion among the natives resulted in Indian worship being a combination of Roman Catholic beliefs and early pagan faiths.

   B. Widespread educational activities initiated largely by monastic orders brought improvements to all levels of society.

   C. Spanish religious institutions already existing in Europe -- a pattern of hierarchical organization with its archbishoprics, dioceses, and parishes and the Inquisition--helped to keep society unchanging in the colonies.

II. The Roman Catholic Church has played an important part in the cultural, social, economic, and political, as well as the religious, life of Latin America.

   A. The role of the Roman Catholic Church in Latin America is changing as society becomes more secular.

      1. Church support is strongest among women, the upper class, and in rural areas, but many Latin Americans are only nominally Catholic.

      2. In some nations the Roman Catholic Church has become a progressive force by, for example, opposing dictatorship and favoring land reform.

Suggested Activities	Explanatory Notes
The following questions might be asked in order to initiate a discussion of the role of the church during the colonial period: How was Catholicism brought to Latin America? How was Catholicism imposed on the Indians by the Spanish? Why were the Spaniards so successful in establishing Christian values in the Indian culture? How were two religions -- Indian paganism and Catholicism -- incorporated? How thorough was the Indian conversion?	Note the remnants of paganism evident in the lives of the Indians of Latin America as exemplified in Reading #12. Vocabulary for Reading #12: edifice, incense, braziers, deities, and sacraments. (In all of the reading selections, students should seek the meanings of words not in their active vocabularies; have them attempt to discover definitions from the contexts in which the words are used. Judging from the capabilities of his class, the teacher may decide whether the suggested words in the Explanatory Notes can be omitted or if additional words need to be included.) If it is available, use the article, "The Coming of the Friars" in Keen's readings book; notice that in his receiving of the friars Cortes' humility confounded the Indian chiefs summoned for the occasion.
Review the role played by the Roman Catholic Church in the colonial period by recalling its organization and the main points of the Church's role in education. What additional tasks were assigned to the Church in the New World?	Use Reading #13 to show the role of the Roman Catholic Church in New Spain. Vocabulary for Reading #13: apostolic, rapacious, prelates, pedantic, ecclesiastics, equilibrium, decadence, apogee, petrified, and profundity. Octavio Paz, the author of Reading #13, born in Mexico City in 1914, is a poet, essayist, playwright, editor, and diplomat. The passages in the reading express his feelings about the role of the Roman Catholic Church in New Spain. The last paragraph in particular is open to considerable dispute. For a basis of discussion on colonial education, see Reading #14. Vocabulary for

3. The Roman Catholic Church (with the landowning elite and the military) earlier supported the status quo and held substantial political power; however, bitter church-state conflicts began to divide several nations in the nineteenth and twentieth centuries.

B. The Roman Catholic Church is currently confronted with a variety of problems; it suffers from a shortage of priests; it must face the problem of financing itself; and it is sometimes hampered by the discord existing among political groups -- conservatives who are usually considered loyal to the Church and liberals who are often anticlerical in their views.

III. The Catholic Church has become much more tolerant of the African, Protestant, and other religious groups which greatly influence the religious life of the people in some countries.

Reading Assignment:

Ewing, Ethel E., Latin American Culture, pp. 618, 658-659.
Peterson, Harold F., Latin America, pp. 67-73.
Stavrianos and Blanksten, Latin America, pp. 12-14, 58.

The following readings texts may be used for supplementary reading assignments if they are available in the school library:

The section entitled "The Churches and Change," Hanke, Lewis, Contemporary Latin America: A Short History. Princeton: D. Van Nostrand Co., Inc., 1968, pp. 309-322.
"The Coming of the Friars," Keen, Benjamin, (ed.), Readings in Latin-American Civilization: 1492 to the Present. New York: Houghton Mifflin Company, 1967, pp. 139-140.
Stavrianos, Leften S., Readings in World History. Boston: Allyn and Bacon, Inc., 1967.
"The Church and Education", pp. 491-495
"The Role of the Teacher", pp. 505-507.

Suggested Activities	Explanatory Notes
	Reading #14: hispanicized, superficial, and anthropology. If available, additional information may be attained from the selections, "The Church and Education" and "The Role of the Teacher" found in Stavrianos' readings book.
Why was the Inquisition brought to the New World? Referring to the consequences of the Inquisition, a nineteenth century Argentine priest asserted, "In the colonial, Church-dominated period, thought was a slave and not even the soul of the citizen was his own." Defend or support this statement that the Inquisition tended to suppress curiosity and intellectual inquiry. Finally, has the Inquisition been fairly appraised as a "national security system in relation to the spirit of the age"?	In Reading #15 see an explanation for the utilization of the Inquisition by Spain in the New World. Vocabulary for Reading #15: heresy, necromancy, caliber, dissidents, revocation, edict, and Huguenots. Do you think the author's appraisal of the Inquisition is justifiable, especially his comparison of the Spanish institution with English and French practices of religious intoleration?
Discuss the extent of Roman Catholicism in Latin America. What groups tend to be active Catholics and why?	See the introduction to the chapter on religion in Peterson, page 67, as a basis for the discussion on nominal Catholicism. Also, refer to Reading #16 which describes the attitude toward religion expressed by Jesús Sánchez, a resident for over twenty years of a large one-story slum tenement in the heart of Mexico City. Jesús Sánchez' family served as the basis of an in-depth study made by Oscar Lewis, an anthropologist, in his investigation of lower class Mexican life.

Suggested Activities	Explanatory Notes
How is the Church in Latin America changing to keep abreast of the demands of twentieth century society?	Use Reading #17 to aid in answering this question. Are there any comparable examples in your community which correspond to the theme illustrated in this reading selection?
How is the Roman Catholic Church becoming more progressive in Latin America today? What does the term "backward" imply when describing a country or its institution? Are there more appropriate expressions which can be applied?	Reading #18 provides examples of Catholic historical opposition to dictators. Vocabulary for Reading #18: hierarchy, ostentatious, sanguinary, and militant. For a more contemporary view on the topic, use Reading #19. Vocabulary for Reading #19: manifesto, unilateral, and criteria. Have students think of more suitably descriptive words to replace the rather negative term "backward". This tendency to compare other countries and their institutions with the United States and its establishments is somewhat insulting and downgrading. "Less developed" and "newly developing" are usually more applicable and less offensive. For the Church's attitude on additional reforms, as land distribution, apply Reading #20. Vocabulary for Reading #20: papal, encyclicals, and exhortation. In addition, many of the selections in the section entitled "The Churches and Change" in Lewis Hanke's readings book are adaptable.
What was the background for the church-state conflicts in the nineteenth and twentieth centuries?	Use Reading #21 as a foundation for this discussion. Vocabulary for Reading #21: chronic, Ibero-, unedifying, and tithe.
What are the problems facing the Catholic Church today? Divide the class into three groups of unequal size, reserving the	Use Readings #20, and #22-26 for this activity. Vocabulary for Reading #22: vocations; Reading #23: subsidy; and Reading #26: corporate.

Suggested Activities	Explanatory Notes
largest group for the continuing discussion of church-state conflicts. The smaller groups will be concerned with the Church's other two main problems -- the shortage of priests and financial difficulties. The church-state conflicts group might subdivide, each subdivision representing a single Latin American country which typifies a certain degree in the varying extents of church-state conflicts. (Chile, Colombia, and Mexico are good examples to use.)	Kalman Silvert, a political scientist, classifies Latin American countries accordingly: (1) those legally separating church and state -- Brazil, Chile, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, and Uruguay -- and (2) those where the Church is estabilished, that is, where no legal separation exists -- Argentina, Bolivia, Colombia, Costa Rica, the Dominican Republic, Haiti, Paraguay, Peru, and Venezuela. But within this "legal categorization," the degree of control varies. In the latter group Silvert notes that the "active persecution" of the Church in Venezuela contrasts with the strongly impressive Church in Colombia. And he likewise contends that the same range of attitude occurs where legal separation exists -- from "the past bitter attacks on the Church in Mexico, to the comfortable adjustment in Chile, to Church ascendancy in Ecuador".
To what extent are other religious groups active in Latin America?	Use Readings #27 and #28 to show the effect of non-Catholic groups on the lives of Latin Americans. Vocabulary for Reading #29: indigenous, fundamentalist sects (the Pentecostals, the Four Square Gospel Church, the Jehovah's Witnesses, and the Seventh-day Adventists), and Yankee imperialism. Compare Readings #12 and #27 to show how both Indian paganism and African voodooism assimilated Catholic rites.

Suggested Activities	Explanatory Notes
As a culminating activity, have two teams debate the statement, "In the final analysis one of the true barometers of change in Latin America will be the transformation of the Catholic Church...in order to maintain its influence."	Conclusions reached as a result of this debate should be considered tentative due to the limitations of the material presented and consequently to the restricted scope of the students' information.

EDUCATION

Main Ideas

I. Education for the elite with emphasis on the humanities and law has a long tradition in Latin America.

II. At the university level, inadequate facilities and continued emphasis on the humanities with relative neglect of technical, scientific, and related subjects do not provide the trained personnel necessary for socio-economic progress.

A. Children from wealthier families, who usually attend private schools, have a greater advantage in reaching and completing higher grade levels than those who have attended public schools.

1. Class differences are thus accentuated to some extent by differential access to education.

2. Less than one percent of all children of Latin America reach the university level in their education.

B. Universities are often centers of political activity, serving as training grounds for future leaders, meeting places for those committed to reform, and sites for extremist spokesmen to present their platforms.

III. Although primary education (equivalent to grades 1-6) tends officially to be free and compulsory. multiple languages, poverty, rigid curriculums, and lack of facilities, teachers, and individual motivation result in only about ten percent of all school age children completing the elementary grades.

A. Deficiencies are more acute in isolated and rural areas, although Mexico has made significant progress in decreasing illiteracy and providing education in such regions.

Suggested Activities	Explanatory Notes
As an introductory activity have students discuss the statement by William Benton on page 74 of the Peterson text. Do they agree or disagree with his ideas? Why or why not?	In his book, The Twilight Struggle: The Alliance for Progress and the Politics of Development in Latin America, William D. Rogers concludes that "educational investment is one of the most profitable capital expenditures any nation can make....As long as learning is the privilege of the very few, so long will the nations of Latin America lack the cohesion which is essential to the goal of the Alliance. Without access to schooling there can be no access to the social, political and economic processes...."
How does the educational situation in Latin America compare with that of other world regions?	Refer to Reading #29.
How can one account for the vast discrepancy between the Latin American ideals of universal education and the actuality of extensive illiteracy?	See Main Ideas I and III and also Reading #29. Students should consider population growth, the lack of funds and materials, the different languages spoken, the scarcity of teachers, low salaries, the attitudes of parents, the poverty of families, etc.
Study the chart, "Literacy in Population Aged 10 Years and Over," found on page 78 in Peterson. Compare the extremes exemplified by Argentina and Haiti and compare both to the United States.	Also, see Transparency #9 which accompanies Unit IV on Economic Development.
Does a high level of literacy guarantee democratic government? Economic development? Consider the cases of Argentina and Chile.	Have students form hypotheses to be tested after further study in the units that follow.

B. With wide variations among nations -- from less than ten percent in Argentina to more than eighty percent in Haiti -- approximately one-third to one-half of the adult population of Latin America is illiterate.

C. Rapidly increasing populations increase the already formidable task of providing adequate educational opportunities.

D. Long-range programs, usually under central government management, are hindered by political instability and lack of financial resources.

IV. In spite of educational deficiencies, percentages of illiteracy are decreasing.

V. There is an urgent need for increased quantity and quality in education at all levels in order to achieve development goals.

Reading Assignment:

Peterson, Harold F., Latin America, pp. 74-81.

Additional readings concerning education in Latin America can be found in the following sources:

Hanke, Lewis, (ed.), Contemporary Latin America. Princeton: D. Van Nostrand Company, Inc., 1968. The section on education, pp. 266-283, has several good articles.

Keen, Benjamin, (ed.), Readings in Latin-American Civilization. New York: Houghton Mifflin Company, 1967. A reading entitled "Teachers to the South" by Carlos Cueto, pp. 480-484, is included.

Stavrianos, Leften S., (ed.), Readings in World History. Boston: Allyn and Bacon, Inc., 1967. "The Role of the Teacher" by J. Jesus Vallejo Camargo is found on pages 505-507.

Véliz, Claudio, (ed.), Latin America and the Caribbean. New York: Frederick A. Praeger, 1968. The section on education, pp. 712-720, may also be of value.

Suggested Activities	Explanatory Notes
Read and discuss the following statement by Francisco S. Céspedes, Director of the Department of Educational Affairs of the Pan American Union, in his article in "Challenges and Achievements of Education in Latin America" (see bibliography at beginning of unit): "...there is a strong and growing realization that just making people literate--teaching them to read and write--is not enough, that literacy should be integrated into broader programs of adult education which, in turn, should be closely related to the development program of the countries." What are the difficulties in carrying out his suggestion?	Note that Robert J. Alexander in his book, Today's Latin America, states that many feel that the relatively scarce teaching resources should be used for training the new generations instead of chancing that adult students will retain their newly gained knowledge to read and write.
How are the problems of education in Latin America similar to those in the United States? In what ways are they different?	Refer to Reading #29 and to the Peterson text. The following excerpt from "Challenges and Achievements of Education in Latin America" by Roberto Koch Flores, Professor of Education at the University of San Marcos in Lima, Peru, is also pertinent: "Today the educational problems of Anglo-America may be considered as problems of improvement, readjustments, and refinement of the educational systems in operation. Those of Latin America could be qualified mainly as problems of orientation of the educational systems toward national development."
Why does Latin America have the problem of an elite group enjoying the benefits of higher education while the great majority of the population is excluded?	See Reading #30. Historic, cultural, social, political, and economic factors should be considered in forming an answer.

Suggested Activities	Explanatory Notes
Have students discuss their impression of university students in Latin America. What have they heard or read about these students in the news media?	Refer to Reading #31 concerning the image of university students in Latin America.
Have students discuss the reasons for the political involvement of students. Compare with university students in the United States. To what degree are they similar? Different?	Use Reading #32 for background information on this topic.
How are development and education related? Consider the statement by Professor Paul Montavon of Notre Dame in an article found in "Viewpoints on Education and Social Change in Latin America" (see bibliographical information): "Thus (education) becomes a crucial factor in economic and social development that should be sought not merely for its own sake, but also...because of the contribution it can make to the whole process of development, of social change, of material and cultural well-being not only of individuals but of countries and of society generally."	Professor Montavon also points out, however, that there was and perhaps is a tendency in Latin America to regard the purpose of education as the development of the individual (rather than as a social investment which contributes to the development of the whole society). This attitude is changing, but still presents one obstacle to development in Latin America. See Reading #29 (point #5), the Peterson text, and Units III and IV of this course for further information.
"It is especially interesting to note that only 1 percent of secondary school students are enrolled in the field of agriculture and animal husbandry despite the fact that agriculture employs from 45 to 80 percent of the labor force in Latin American countries." Can students speculate about the significance of this statement by Professor Montavon?	According to Gabriel Betancourt Mejia (in Montavon's article), Chairman of the OAS Task Force concerning education in Latin America, the following situation existed in secondary schools in Latin America: "In 1960 the enrollment pattern was: Industrial studies, 9 percent; commercial, 15 percent; agriculture and animal husbandry, 1 percent; home economics, 2 percent;...and general studies, 63 percent."

Suggested Activities	Explanatory Notes
What suggestions can students make regarding the problem of technical education in Latin America? How can various aid programs contribute? What factors must be kept in mind for the development of a satisfactory aid program?	Professor Montavon's statement concerning the importation of technology might be helpful: "It may be helpful to bring some foreign leaders to the United States to see how we do things, but it seems highly unlikely that these same things can be done in the underdeveloped country in exactly the same way."
How does emphasis on the arts and humanities and neglect of technical and scientific subjects in past years fit in with what students have learned in previous sections about the Latin personality?	Note that philosophy and theology were stressed because most universities were originally set up by churchmen principally for training members of the clergy. The humanities curriculum has been altered to give more attention to modern languages and contemporary arts and letters instead of to the classics. See also the introductory exercise for the course and pages 83-84 in the Peterson text.
John J. TePaske of Ohio State University in comments following Professor Montavon's article suggests that the most difficult problem concerning education and underdeveloped countries is the changing of attitudes and values "...to gain acceptance of innovation as being worthwhile...." What kind of education is necessary to create new psychological attitudes and a new social framework which will make it easier to accept new methods, programs, and institutions? Are improved literacy rates and advanced technology the only answers? Why not?	Adult students eager to learn management and bookkeeping techniques but reluctant to consider such careers as food preparation and service because these areas of work were "traditionally delegated to the uneducated" is an example of the need to create new attitudes.

Suggested Activities	Explanatory Notes
Have students consider the following problem: Suppose the class was assigned to a small Indian village in the highlands of Peru where they were to change the educational system in order to develop the community. What programs would they try to institute? What techniques and methods would they use? What problems would they encounter? What obstacles to change would they meet and how would they attempt to change these attitudes?	Among the aspects of life in an Indian village in the Peruvian highlands which students should consider are the following: Indian dialect spoken instead of Spanish, lack of roads and transportation, existing social structure (hacienda owner and his peons), traditional religious life, primitive agricultural techniques, lack of industry except for handicrafts, attitudes of fatalism and submission, etc. If available, students could read from Stein, William F., Hualcan: A Community in the Highlands of Peru, New York: Cornell University Press, 1961, for further information. Also see page 8 in Bulletin No. 4, Key Ideas About Latin America, of the Latin America Curriculum Project.
If the reference book, Socio-Economic Progress in Latin America, is available, ask three students to read the sections on education in Chile (pp. 96-97), Costa Rica (pp. 125-126), and Mexico (pp. 213-214). Ask them to report on their research by considering the following questions: 1. Why can it be said that these three countries have made outstanding progress in the field of education? 2. What measures have been taken in these countries in the areas of literacy, technical education, teacher training, higher education, etc? 3. What political, social, and economic factors have contributed to the high achievements of these three countries in the field of education?	Socio-Economic Progress in Latin America should be available in multiple copies for the Economic Development Unit of this course.

Suggested Activities	Explanatory Notes
4. What can other Latin American countries learn from these outstanding examples of educational progress? Why might other countries have difficulty in trying to implement the programs enacted by these countries?	
As a culminating activity hold a mock conference on the topic "Education in Latin America--Challenges for the Future." Have students participate as representatives from the ministries of education from several Latin American countries and from the United States. Among the problems they should consider are lack of educational funds and materials, low enrollment particularly in rural areas, a lack of qualified teachers, population growth, high illiteracy rates, emphasis on the humanities in curriculums, lack of technical knowledge and materials, the political role of the university, traditional attitudes, etc. Draft a statement of conclusions and suggested programs for the resolution of the problems discussed.	Students should consider whether each nation individually can attack its own problems or whether advice and aid must be sought from "outside" sources, such as the United States or the United Nations. Could a combined effort of all Latin American countries succeed? How might the force of nationalism be dealt with? (If available, students should read Felipe Herrera's article, "The Function of the University in the Development of Latin America," on pages 279-282 of the Lewis Hanke readings book. He adopts the view that much of the educational development of Latin America is the responsibility of the individual countries. His views are stated quite forcefully in the article.)

APPENDIX

QUOTES FROM THE READINGS ON

PAGES 30-69 HAVE BEEN DELETED

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TABLE OF CONTENTS FOR READINGS

CONTEMPORARY SOCIETY

Reading # 1 - How the Urban Poor Live in São Paulo.
Selections from Jesus, Carolina Maria de, Child of the Dark. New York: E.P. Dutton and Co., 1962.

Reading # 2 - Socio-Economic Groups In Latin America
Alexander, Robert J., Today's Latin America. New York: Doubleday and Co., Inc., 1962.

THE FAMILY

Reading # 3 - Household Economics in Latin America
Adams, Richard Newbold, The Second Sowing: Power and Secondary Development in Latin America. San Francisco: Chandler Publishing Co., 1967, pp. 154-155.

Reading # 4 - Changes in the Status of Working Women
Alexander, Robert J., Today's Latin America. New York: Doubleday & Co., Inc., 1962, pp. 119-120.

Reading # 5 - Working Women in Mexico
De Trevino, Elizabeth Borton, Where the Heart Is. New York: Doubleday & Co., Inc., 1962, pp. 65-66.

Reading # 6 - Dating Arrangements in Latin America
Wagley, Charles, The Latin American Tradition: Essays on the Unity and the Diversity of Latin American Culture. New York: Columbia University Press, 1968, pp. 73-74.

Reading # 7 - The Availability of Part-Time Jobs in Mexico
De Trevino, Elizabeth Borton, Where the Heart Is. New York: Doubleday & Co., Inc., 1962. pp. 220.

Reading # 8 - An Urban Middle Class Family in Venezuela
Reading # 9 - An Urban Poor Family of Argentina
Reading #10 - A Rural Middle Class Family of Chile
Reading #11 - A Rural Poor Family of Peru

RELIGION

Reading #12 - Paganism of the Indians
Alexander, Robert J., Today's Latin America. New York: Doubleday & Co., Inc., 1962, pp. 229-230.

Reading #13 - The Roman Catholic Church in New Spain
Paz, Octavio, The Labyrinth of Solitude, Life and Thought in Mexico. New York: Grove, 1961, pp. 101-105.

RELIGION (Cont.)

Reading #14 - Colonial Education in Latin America
d'Eca, Raul, and Wilgus, A., Latin American History. New York: Barnes & Noble, Inc., 1963, pp. 103-104.

Reading #15 - The Inquisition in Latin America
Dozer, Donald Marquand, Latin America: An Interpretive History. New York: McGraw-Hill Book Co, 1962, pp. 112-115.

Reading #16 - Attitude Toward Religion As Expressed By Jesús Sánchez
Lewis, Oscar, The Children of Sanchez, Autobiography of a Mexican Family. New York: Vintage Books, 1961, p.484.

Reading #17 - The Changing Church in Venezuela
Conde, Carlos, "This Father's Mass Has a Beat". San Diego: Copley News Service, October 4, 1967.

Reading #18 - Catholic Opposition to Dictators
Alexander, Robert J., Latin-American Politics and Government. New York: Harper & Row, 1965, pp. 113-114.

Reading #19 - The Church's Stand Against Dictatorship in Paraguay
Lernoux, Penny, "Clergy Is Lone Voice Against Stroessner". San Diego: Copley News Service, September 6, 1967.

Reading #20 - Mecham, J. Lloyd, Church and State in Latin America, A History of Politico-Ecclesiastic Relations. Chapel Hill: University of North Carolina Press, 1964, pp. 222-223.

Reading #21 - The Roots of Conflict Between Church and State in Latin America
Pike, Fredrick B., The Conflict Between Church and State in Latin America. New York: Alfred A. Knopf, 1966, pp. 8-10, 20-21.

Reading #22 - The Shortage of Priests in Venezuela
Conde, Carlos, "Priest Shortage Cripples Catholic Church," San Diego: Copley News Service, November 3, 1967.

Reading #23 - Church-State Relations in Colombia
Cochrane, R.S., "Church-State Relations Have Changed in Colombia". San Diego: Copley News Service, January 23, 1968.

Reading #24 - The Church in Colombia
Gunther, John, Inside South America. New York: Harper and Row, 1967, p. 457.

Reading #25 - The Church in Mexico
Dozer, Donald Marquand, Latin America: an Interpretive History. New York: McGraw-Hill Book Co., Inc., 1962, p. 513.

RELIGION (Cont.)

Reading #26 - Church-State Conflict in Mexico
Hanke, Lewis, Mexico and the Caribbean. Princeton: D. Van Nostrand Co., Inc., 1967, p. 246.

Reading #27 - Paganism in Latin America
St. Clair, David, "Inflation Has Hit the Voodoo Business". San Diego: Copley News Service, August 5, 1967.

Reading #28 - Alexander, Robert J., Today's Latin America. New York: Doubleday & Co., Inc., 1962, pp. 233-235.

EDUCATION

Reading #29 - General Aspects of Education in Latin America
"The Contemporary Educational Scene in Latin America," by Francisco S. Cespedes. "Challenges and Achievements of Education in Latin America: Report of the Eastern Regional Conference Comparative Education Society." Washington, D.C.: Pan American Union, Union, Department of Educational Affairs, 1964, pp. 42-43.

Reading #30 - A Comparison of the Historical Development of Education in the Americas
"Education in the Americas: A Comparative Historical Review," by Roberto Koch Flores. "Challenges and Achievements of Education in Latin America: Report of the Eastern Regional Conference Comparative Education Society." Washington, D.C.: Pan American Union, Department of Educational Affairs, 1964, pp. 32 and 34.

Reading #31 - The Image of Latin American Students in the United States
Silvert, Kalman H., The Conflict Society: Reaction and Revolution in Latin America. New York: American Universities Field Staff, Inc., 1966, pp. 125-126.

Reading #32 - University Students' Participation in Politics
Gomez, R.A., Government and Politics in Latin America. New York: Random House, 1965, pp. 46-47.

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UNIT III CONTEMPORARY LATIN AMERICAN GOVERNMENT AND POLITICS*

Senior Elective Course on Contemporary Latin America

LATIN AMERICAN CURRICULUM PROJECT
403 Sutton Hall, The University of Texas, Austin, Texas, 78712
Clark C. Gill and William B. Conroy, Directors

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CONTEMPORARY LATIN AMERICAN GOVERNMENT AND POLITICS

OVERVIEW

This unit focuses on the characteristics, forces, and problems which distinguish Latin American government and politics: nationalism, authoritarianism. personalism, constitutional inadequacy, bureaucracy, revolution, the military, interest groups, and political parties. Sections on government systems and political development are also included. These topics are examined in the light of the history and culture of Latin America and are approached problematically rather than descriptively. Since it is difficult to generalize about an area so large and diverse as Latin America, specific cases are cited throughout the unit as examples of topics examined.

Main Ideas are included as guides for the teacher. Activities and readings are suggested for students who are given ample opportunity to do individual research projects, to present oral reports and to express their ideas to the class. Teacher and students should compare the patterns of politics in Latin America to those in the United States.

The following texts are recommended to the teacher and should be available in multiple copies in the classroom for student use:

Peterson, Harold F., Latin America, New York: Macmillan, 1966.
Stavrianos, Leften S. and Blanksten, George I., Latin America. Boston: Allyn and Bacon, 1967.

Also two booklets prepared by the Committee on Foreign Relations, United States Senate:

Survey of the Alliance for Progress, The Political Aspects.
Survey of the Alliance for Progress, The Latin American Military.

Other readings are provided in the Appendix.

The following supplementary sources are useful for the teacher and the students:

Alexander, Robert J., Latin-American Politics and Government. New York: Harper and Row, 1965.

Gomez, R. A., Government and Politics in Latin America. New York: Random House, 1965.

Hanke, Lewis, Contemporary Latin America. Princeton: D. Van Nostrand, 1968.

Pendle, George, A History of Latin America. Baltimore: Penguin Books, 1963.

Schmitt, Karl M. and Burks, David D., Evolution or Chaos. New York: Praeger, 1963.

Tannenbaum, Frank, Ten Keys to Latin America. New York: Vintage, 1962.

Véliz, Claudio (ed.), Latin America and the Caribbean. New York: Praeger, 1968.

Note: The research reported herein was written pursuant to a contract with the United States Department of Health, Education and Welfare, Office of Education, Washington, D. C.

I. Among the various forces which characterize Latin American government and politics and which present problems to the development of the area are the following:

A. Nationalism

Main Ideas

1. Regionalism, cultural divisions, and historic development have frustrated intra-national integration and the formation of one-America.

2. Forces of modernization have caused nationalism to be the predominant political ideology of the twentieth century.

3. Nationalism, in the fullest sense of nationhood is still rare in Latin America, while economic nationalism is strong in most countries.

Reading Assignment:

Readings #1, #2, and the Senate Foreign Relations Committee booklet, The Political Aspects, pp. 13-14.

Suggested Activities	Explanatory Notes
Ask the class to define the term nationalism using the readings for reference.	It might be helpful to distinguish among patriotism, nationalism, and chauvinism.
According to De Armond, why did national unity in many Latin American countries fail to develop during the colonial and national periods? Compare with the same periods in United States history. What factors contributed to the development of national unity in this country?	
What are some of the factors influencing the rise of nationalism in the twentieth century?	Refer to Reading #2 from Alexander.
De Armond lists Mexico as an example of nationhood fully developed. To what does the author of the booklet, The Political Aspects attribute Mexico's positive nationalism? Why might a Latin American country not welcome economic aid and investment from another country? Explain your answer in terms of nationalism.	See pp. 13-14 in the Senate Foreign Relations Committee booklet, The Political Aspects. After further study in this unit students should attempt to explain why other Latin countries have not succeeded so fully in developing constructive nationalism as Mexico has.

B. Authoritarianism

Main Ideas

1. Despite regionalism in Latin American colonial times, authoritarianism prevailed in large part because the Spanish monarch, through his viceroys, etc., did not permit local governments to exercise any real power.

2. Even after independence democracy did not really flourish because economic and political chaos allowed the caudillo to emerge.

3. Authoritarianism today is seen in most of the Latin American nations' reliance on a strong executive, the existence of centralized government systems, and the prevalence of dictatorships.

Reading Assignment:

Peterson, p. 53.

Suggested Activities	Explanatory Notes
Ask the class to describe how authoritarian government was encouraged throughout Latin American history.	Periods discussed should include the pre-Columbian, colonial, independence, and national periods.
In each period there existed a relationship between authority and those governed. List and discuss each of these relationships.	
Explain why an authoritarian tradition in history and culture would allow for dictatorship and centralization in today's Latin America.	One suggested explanation might be that lack of experience in democratic self-government over the years has created a power vacuum in Latin political systems which allows a dictator to function effectively.

C. Personalism

Main Ideas

1. Latin American individualism means that the person and his personal relationships are the core of life.

2. Personalism, also inherited from the colonial period, has encouraged the existence of a strong class system in Latin America, personalist political parties, and dictatorships.

3. Although less predominant today, the "strong man" or personalist type leadership still exists in many countries and within certain political parties.

Reading Assignment:

Readings #3, #4 and Peterson, pp. 53-55.

Suggested Activities	Explanatory Notes
How do the authors define and explain personalism?	Student response should emphasize history and culture.
Why would a Latin American tend to trust an individual rather than an institution?	One cultural explanation might be traced to the relationship between the patrón and his peóns, the patrón being a human being rather than a company or an organization.
In what ways are authoritarianism and personalism related? Use historical and cultural data in your answer.	
What similarities and differences among the caudillos does the historian, Rippy, describe?	See Peterson, P. 54.
List and contrast the examples of individual caudillos mentioned in the readings.	
What methods did Trujillo use in maintaining his power? Could a U. S. President use these methods? Why or why not?	See Reading #4.
According to Peterson, how does the modern caudillo maintain his power? How does this method differ from that of former caudillos?	
Whom does Peterson list as example of "modern caudillos"? Assign groups of students to report on the Argentine Juan Perón, Cuba's Castro, and Venezuela's Perez Jiménez.	Have the students concentrate on personalist and authoritarian traits of these men and compare their methods of gaining and maintaining power to those of Trujillo, an old-style dictator.

Suggested Activities	Explanatory Notes
	The following references will be useful to the students: Tannenbaum, Frank, Ten Keys to Latin America. New York: Vintage, 1962. Pendle, George, A History of Latin America. Baltimore: Penguin Books, 1963.

D. Constitutional Inadequacy

Main Ideas

1. Also contributing to the maintenance of dictatorship is an inadequate institutionalization of the laws of the Latin American republics.

2. Constitutions in Latin America to a marked degree state the long-run aspirations of society rather than reflecting the reality of the political systems.

3. All Latin American constitutions grant the chief executives powers to suspend parts of the constitution in cases of national emergency of one kind or other.

4. Although several countries have experienced much stability in maintaining their constitutions for long periods of time, the majority have changed them with extreme frequency.

5. In recent years Latin constitutions have been less prone to copy foreign models and have reflected more the realities of their individual situations.

Reading Assignment:

Reading #5 and Peterson, pp. 55-56.

Suggested Activities	Explanatory Notes
How do most Latin American constitutions and the United States constitution differ in purposes? In what ways are they similar?	
Why is it that our Constitution has worked so well for us, but when copied by Latin American countries the results have been less satisfactory?	Consider the statement by Dr. Arturo Illia, former president of Argentina: "Latin America began to imitate other governments. It was imitating what was not its own; consequently, it created unstable governments."
List the several countries Alexander gives as examples of governmental stability and firm constitutional government. Which countries have had constitutional stability and not government stability? Which nations have changed constitutions with extreme frequency?	
Assign a report comparing the constitutions of Venezuela or the Dominican Republic with Chile. Use the report as a basis for discussion of such points as: 1. What are the disadvantages of frequent constitutional changes? 2. Why should constitutions be able to be changed? How often? How easily? 3. What reason can be given for why some constitutions are changed more frequently than others?	Refer to the Alexander reading (#5)
"Latin American constitutions grant their chief executives the power to suspend parts of the constitution in case of national emergency."	

Suggested Activities	Explanatory Notes

What freedoms can a president abridge if he feels it necessary?

Under what type circumstances could he suspend? (Discuss the two examples given in Reading #5)

Do you think suspension might be justified under extreme circumstances? In your opinion, was President Betancourt justified in the Venezuelan example?

Could a U. S. President ever legally suspend any individual freedoms in the case of a national emergency?

E. Bureaucracy

Main Ideas

1. Universally assailed as a major contemporary problem in Latin America is the grossly inadequate nature of government and business bureaucracy.

2. Bureaucratic ineffectiveness throughout Latin America complicates the establishment of stable government.

3. The patrón-peón and the compadrazgo relationships reinforce each other and account in primary degree for the inadequacy of public administration.

4. A few Latin American countries have established a formal civil service system, but the spoils system of appointment generally prevails in most countries.

Reading Assignment:

Readings #6 and 7.

Suggested Activities	Explanatory Notes
(The teacher may think it necessary to review the terms bureaucracy, civil service, merit system, and spoils system, etc.)	
Discuss the patrón-peón relationship.	
Discuss compadrazgo and compare it to godparent-godchildren relationships in the United States.	(Not mentioned in the readings, but important to the relationship between compadrazgo and bureaucracy is that the godparent is usually of a higher social position than the parent and his children. Thus, the parent hopes to provide economic security and future job opportunity for his children by choosing a wealthier and more influential godparent)
What obligations does a godparent have toward his godchild with respect to a bureaucratic post in business or government in Latin America? Would a U. S. godparent have similar obligations?	
Have a student give a brief report on the Civil Service system established in the U. S. in 1883 under the Pendleton Act.	A high school government or history text should provide adequate data.
Why would a merit system for government appointment be difficult to operate in a Latin American culture?	It would conflict with the cultural tradition of compadrazgo and the obligations of a godfather to help his godchild and would conflict with the Latin individualism which places personal relationships above job qualifications.

F. Revolution

Main Ideas

1. Revolution, or fundamental changes in the social, economic, and political structure, is very rare in Latin America.

2. Most political moves born of force in Latin America are coups de e'tat and not revolutions; that is, there is a power shift from one group to another with no appreciable change in society or government.

3. Causes for the frequency of coups with accompanying violence in Latin America are cultural and historical: personalist and authoritarian tendencies, the tradition of the military in politics, rising and unfulfilled economic expectations, and dictatorship, to name a few.

Reading Assignment:

Reading #8 and Stavrianos and Blanksten, pp. 28-33.

Suggested Activities	Explanatory Notes
Ask the class to point out the three ways in which the term revolution is used and to give examples of each type.	See Reading #8. Students should name coup de e'tat, revolution or long-range revolution, and true or genuine revolution. Encourage students to list some examples which are not included in the reading.
Discuss the connotations of the word and what the term means to Latin Americans.	
Mexico is listed in the article as an example of a country which has experienced a true revolution. Review briefly the course of the Mexican Revolution of 1910. Might there be a relationship between this Revolution and what was called "self-confidence" and "nation-hood" in readings on nationalism?	See Stavrianos and Blanksten, pp. 31-33.
What are the characteristics of a true revolution?	
Discuss briefly the technique of coup, using Ecuador 1944 as the example.	See Stavrianos, pp. 28-31. The teacher or an interested student might refer to Gomez, R. A., Government and Politics in Latin America, New York: Random House, 1965, pp. 60-68 on the Coup de E'tat.
Distinguish between this type political move and the genuine revolution discussed previously.	
What might be the causes for the frequency of coups in Latin America?	The teacher should elicit student response based on previous discussions of characteristics of Latin American government and politics. It could be pointed out that when power is narrowly held in a given country, it is easily toppled. (Compare to U. S. broad-based power.) Students should be encouraged to reach Main Idea #3 above.

G. Military

Main Ideas

1. Military prowess and professionalism have always ranked high in the Iberian culture, this tradition being carried to colonial and independence times in Latin America.

2. The formative period of the Latin American nations was characterized by the clash of military caudillos.

3. Today, as in other young, underdeveloped countries, the armed forces exercise political influence in almost every country in Latin America, but in widely varying degrees.

4. In only a few of the more undeveloped countries does the military obviously and single-handedly control the government, e. g. Paraguay and Nicaragua.

5. The military in several countries has become highly professionalized and to a large degree nonpolitical, e. g. Costa Rica, Mexico, Uruguay and others.

6. The primary function of the military in Latin America is the preservation of internal order, but this function has deep political implications as evidenced by government changes in 1968 in Peru, Panama, and Brazil.

7. The military of Latin America disagree among themselves on many political and socio-economic issues, and there is little unanimity of opinion with respect to their role in Latin society, whether it supports evolutionary reform and the development of democratic government or whether it suppresses it.

Reading Assignment:

Senate Foreign Relations Committee booklet, The Latin American Military and Reading #9.

Suggested Activities	Explanatory Notes
Briefly review with the class the history of the military in Latin American politics.	(See Main Ideas 1 and 2 and pp. 1-7 in the booklet, The Latin American Military.)
Assign three groups of students to report on "Political Role of the Military Today", pp. 7-15 in The Latin American Military, one group taking: A. "The Military Regimes"; a second group, B. "Countries with heavy indirect military influence on politics"; and a third, C. "Countries with non-political military establishments." Assign another group to summarize and compare the three types of systems. (Their reference would be pp. 13-15 in the booklet.)	In concluding the reports the teacher should ask the students to compare the groups of countries with respect to development and the role of the military. Can any definite conclusions be reached? Interested students should be encouraged to do further study on individual countries.
Review with the class the functions of the military. What is the main function of the military in Latin America?	Refer to pp. 15-20 in The Latin American Military.
Discuss and compare two contrasting views on the role of the military in relation to social reform in Latin America: how does Father Bonpane's view differ from the author of the booklet's? With which do you agree or disagree and why?	See Reading #9 and pp. 20-21 in the booklet, The Latin American Military. Students should be encouraged to draw their own conclusions. It might be suggested, however, that although the military does perform various social service functions in several countries, it would probably never support a genuine popular revolution, even if the status quo were extremely unjust as in Guatemala.
How does this discussion of the military relate to the previous sections in this unit, particularly, Nationalism, Authoritarianism, and Revolution?	

Suggested Activities	Explanatory Notes
What evidences of an increased tendency toward military dictatorship in Latin America within the past year can students find in the news media? Have them review back issues of the weekly news magazines for articles concerning the government changes in Peru, Panama and Brazil.	

H. Interest Groups

Main Ideas

1. Organized labor, the Catholic Church, students, and other pressure groups also influence government and polities in Latin America, with varying degrees in different countries.

2. Different groups use different methods to bring pressure on Latin American governments: the principal ones are participation in political parties, lobbying, corruption, economic pressure, diplomatic influence and military force.

Reading Assignment:

Reference books.

Suggested Activities	Explanatory Notes
Assign several groups of students to report on the following: "The Political Role of Organized Labor" "Church and State in Latin America" "The Students in Politics" (Other groups which might be included would be rural landlords, the peasantry, and businessmen.)	If available the following references would be excellent: Alexander, Robert J., Latin-American Politics and Government, New York: Harper and Row, 1965, pp. 97-127. Schmitt, Karl M. and Burks, David D., Evolution or Chaos, New York: Praeger, 1963, pp. 115-149. Véliz, Claudio (ed.), Latin America and the Caribbean, New York: Praeger, 1968, pp. 379-395 and pp. 712-743. If these books are not available, perhaps sufficient information on interest groups in Latin America could be derived from other sources found in the school or public libraries.
Students should include general historic development of the groups, general attitudes, and methods of pressure used, but specific countries should be cited in the reports and any conclusions drawn should probably be tentative ones. Stage a debate among the various interest groups in one country. Have students play the role of a businessman, priest, military general, etc.	

I. Political Parties

Main Ideas

1. Most of the political parties of Latin America can be divided into three principal categories:

   a. "Personalist" parties which are merely organized around a particular political leader to foster his own political ambitions or political regime.

   b. "Traditionalist" parties which have come down from the nineteenth century.

   c. "Modern" parties which are of relative recent origin and which have arisen from the events and problems of the twentieth century.

2. Personalist groupings are becoming less important as other parties tend to be organized around ideas, philosophy, and political issues.

3. The traditionalist parties are usually the Conservatives and the Liberals, though the name might be misleading.

4. The modern parties have been organized around such modern issues as agricultural reform, labor legislations, and other social problems, economic development, representation of the middle class and working classes, and nationalism.

5. These "modern" parties can be grouped into two categories - parties of reform, both secular and religious; and radical revolutionary organizations, often Communist in doctrine.

6. Political party systems vary greatly from country to country in Latin America, some outstanding examples are a one-party system in Mexico, a unique two-party arrangement in Colombia, and a stable multiparty system in Chile.

Reading Assignment:

Readings #10, 11, 12, 13, 14, 15 and the booklet, The Political Aspects, pp. 17-20.

Suggested Activities	Explanatory Notes
What are the three type parties mentioned? List some characteristics of each type.	See Reading #10.
What are the characteristics of a personalist party? Discuss the example given.	See Reading #11. (The teacher might remind the class of the reading on the Trujillo Regime.)
Why are these personalist groups becoming less and less important?	
What were the two historic issues about which the Conservatives and Liberals were formed in the nineteenth century?	Refer to Reading #12.
What were the respective stands of the two groups on these issues?	
In what countries today do Conservative or Liberal parties persist?	
Why might these types of parties have faded over the years?	Reading #12 suggests that the parties were quite narrowly controlled in the nineteenth century and that the majority of the people did not participate in their struggles. In the booklet, The Political Aspects, the author states on p. 16 that "The cause of political stability and growth is likely to be better served to the degree that these parties are based ideologically rather than personalistically, and broadly rather than narrowly..."
Have the students discuss this quote from the booklet.	

Suggested Activities	Explanatory Notes
Discuss with the class the aims of the two groups of modern political parties -- the parties of reform and radical revolutionary organizations.	See Readings #13 and 14.
Why has the PRI been so successful in bringing peace, economic growth, and orderly governmental transition to Mexico? How does it combine the Latin American temperament with the demands of modern society?	See pp. 17-18 in The Political Aspects.
To what does the author attribute Castro's "success" in Cuba to date?	See pp. 18-19 in The Political Aspects.
Discuss Castro in terms of the personalist tradition in Latin American politics.	See Peterson, pp. 59-62.
Why does the Castro-Communist threat exist elsewhere in the hemisphere?	
In what countries are the Christian Democrats important?	Refer to p. 20 in The Political Aspects.
What, in general, are their political views? How do they differ from the radical revolutionary movements?	
What are the author's attitudes toward this group? Why do you agree or disagree with his assessment of the Christian Democrats?	
How has Colombia solved the problem of containing political differences?	Refer to p. 20 of the booklet, The Political Aspects.

Suggested Activities	Explanatory Notes
What have been the advantages and disadvantages of such an arrangement?	
Compare this type arrangement between the two major parties to the one-party systems of Mexico discussed formerly.	
Chile offers the area's best example of a stable multiparty system, with each party closely corresponding to a particular segment of society. To what does the author of Reading #15 give credit for the stability of Chile's multiparty system?	Silvert mentions her electoral laws, proportional representation, her parliamentary system, and European influence. For further information on Chile, consult Alexander, Robert J., Latin-American Government and Politics, New York: Harper and Row, 1965.
What are the various groups represented in Chile's parties? How do they stand on the political spectrum?	
Compare the Chilean system of political parties to the Colombian and Mexican systems discussed previously.	
Chile will be discussed more fully in the next section of this unit.	

II. Government Systems

Main Ideas

A. According to their constitutions, every Latin American country is a republic. However, the government forms differ greatly from one country to another.

B. Costa Rica, Chile, Uruguay, and Mexico are usually cited as examples of relatively stable democracies.

C. Argentina, Brazil, Venezuela, and Mexico are federal republics, though the central government in each is definitely more powerful than the state or local governments.

D. Bolivia, Colombia, Ecuador, and Peru have large numbers of Indians who remain outside their political systems.

E. Paraguay and the Central American countries are the most prone to tolerate dictatorial governments.

Reading Assignment:

Peterson text, pp. 57-59 and pp. 130-131.

Suggested Activities	Explanatory Notes
List and discuss the three countries whose governments are usually cited as quite democratic. What factors account for the high level type of democratic development in each?	See Main Ideas and Peterson, p. 57.
What feature did Uruguay use as a means of curbing the tendency toward dictatorship?	
Discuss Chile's primary problem.	Refer to pp. 130-131 in Peterson.
What great freedoms are enjoyed by most Chileans?	
Compare Chile and the United States with respect to political parties (see previous section), historic development, government stability, and democratic traditions.	
Which countries have organized their governments on the federal principle of the United States?	See Main Ideas and p. 57 in Peterson. Also refer the class to the article on Venezuela in the booklet, The Political Aspects, p. 19 and to the articles on Brazil and Argentina on pp. 20-21.
What is federalism? (Students can refer to a high school government text for adequate information.)	The teacher or an interested student might find the following useful with regard to federalism: Alexander, Robert J., Latin-American Politics and Government, New York: Harper and Row, 1965, pp. 41-45.

Suggested Activities	Explanatory Notes
Has federalism in Latin America been successful in curbing dictatorship and centralism?	
Which of the federally organized countries in Latin America is probably the nearest to stable government? Why do you suppose this is true?	Students should refer to the former readings on Mexico.
What particular problem do the four Andean republics have?	See Main Ideas and Peterson, pp. 57-58.
Which countries seem prone to tolerate dictatorial governments? Why do you suppose this is the case? What are the prospects for change in these countries?	Pp. 58-59 in Peterson and refer to the readings on dictatorship and the military.
Assign four students to report in more detail on the governments of each group of countries listed in Main Ideas above: one on a relatively stable democracy, one on a federal republic, one on a country with a large Indian population, and one on a country with a dictatorial form of government.	Three excellent references for information on the political systems of specific Latin countries are the following: Hanke, Lewis, Contemporary Latin America, Princeton: D. Van Nostrand, 1968. Schmitt, Karl M. and Burks, David D., Evolution or Chaos, New York: Praeger, 1963, pp. 175-239. Véliz, Claudio, Latin America and the Caribbean, New York: Praeger, 1968. If these books are not available, perhaps other resource books found in the school library could be used.
Have the class compare the systems reported on with respect to form of government, efficiency, services, stability and prospects for the future. What conclusions can be drawn? Can reliable predictions about the future of these countries be made?	

III. Political Development

Main Ideas

A. Political development usually means the growth of the institutions and processes through which people carry on their political activities.

B. The goal of political development is the growth of stable political systems in which there is broad popular participation.

C. The forms of a political system, the role of the legislative bodies, the mechanics of the electoral process, the political parties, the interest groups, the social organizations, and the attitudes of the peoples all are important to the state of political development of a given country.

D. In Latin America there is wide variance among the countries with respect to political development.

E. Two factors often apparent in politically underdeveloped areas are a strong tradition of authoritarian government and a large percent of the population excluded from the political and economic systems of the country.

Reading Assignment:

Booklet, The Political Aspects, pp. 15-19.

Suggested Activities	Explanatory Notes
According to the author of the booklet, The Political Aspects, what is "political development"? What are its goals? What is included in "political" development besides elections and parties?	
What forms, processes, and institutions are important to political development? Briefly discuss each of the topics named.	
Discuss the author's statement: "A prerequisite of political development is that people want to participate in the political process... in the broader sense of taking part in cooperative projects in the community."	
Why is it important that people realize they can change something?	
Based on your study of individual countries in this unit, which would you say are the most developed politically and why? Which the least and why?	
Why would Bolivia, Ecuador, or Peru be considered underdeveloped? Why would Paraguay or Nicaragua?	Students should reach the generalization about political underdevelopment in Main Idea E above.

Political development in Latin America is deeply inter-related to economic development, a subject covered in the following unit of this course.

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Burns, James MacGregor and Peltason, Jack Walter, Government by the People. New Jersey: Prentice-Hall, Inc., 1960.

Busey, James L., Latin America. New York: Random House, 1965.

Gomez, R. A., Government and Politics in Latin America. New York: Random House, 1965.

Hanke, Lewis, Contemporary Latin America. Princeton: D. Van Nostrand Co., Inc., 1968.

Holt, Pat M., Survey of the Alliance for Progress, The Political Aspects, Committee on Foreign Relations, United States Senate, U. S. Government Printing Office, Washington D. C., 1967.

Hubert, Frank W. R. and Jones, Earl, (eds.), An Introduction to Selected Latin American Cultures. College Station, Texas: Texas A & M University Press, 1967.

Lieuwen, Edwin, Survey of the Alliance for Progress, The Latin American Military, Committee on Foreign Relations, United States Senate, U. S. Government Printing Office, Washington D. C., 1967.

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Pendle, George, A History of Latin America. Baltimore: Penguin Books, 1965.

Peterson, Harold F., Latin America. New York: The Macmillan Company, 1966.

Schmitt, Karl M. and Burks, David D., Evolution or Chaos. New York: Praeger, 1963.

Silvert, Kalman H., The Conflict Society. New York: American Universities Field Staff, Inc., 1966.

Stavrianos, Leften S. and Blanksten, George I., Latin America: A Culture Area in Perspective. Boston: Allyn and Bacon, 1967.

Tannenbaum, Frank, Ten Keys to Latin America. New York: Vintage, 1962.

Véliz, Claudio (ed.), Latin America and the Caribbean. New York: Praeger, 1968.

APPENDIX

QUOTES FROM THE READINGS ON

PAGES 31-48 HAVE BEEN DELETED

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TABEE OF CONTENTS FOR READINGS

Readings - Unit III - Contemporary Latin American Government and Politics

NATIONALISM Reading # 1
De Armond, Louis, "The History of Latin America", in Hubert, Frank W.R. and Jones, Earl (eds.), An Introduction to Selected Latin American Cultures, Monograph No. 1. College Station, Texas: University Press, 1967, pp. 112-114.

Reading # 2
Alexander, Robert J., Latin-American Politics and Government. New York: Harper and Row, 1965, pp. 139-141.

PERSONALISM Reading # 3
De Armond, Louis, "The History of Latin America". Hubert, Frank W.R. and Jones, Earl, (eds), An Introduction to Selected Latin American Cultures, Monograph No. 1. College Station, Texas: Texas A. & M University Press, 1967, pp. 114-115.

THE TRUJILLO REGIME
Reading # 4
Alexander, Robert J., Today's Latin America. New York: Doubleday & Company, 1962, pp. 140-142.

CONSTTTUTIONS
Reading # 5
Alexander, Robert J., Today's Latin America. Garden City: Doubleday, 1962, pp. 122-126 and pp. 131-132.

BUREAUCRACY
Reading # 6
De Armond, Louis, "The History of Latin America". Hubert, Frank W.R. and Jones, Earl, (eds.), An Introduction to Selected Latin American Cultures, College Station, Texas: Texas A & M University Press, 1967, pp. 118-119.

Reading # 7
Alexander, Robert J. Latin-American Politics and Government. New York: Harper and Row, 1965, pp. 19-20.

REVOLUTION
Reading # 8
Gomez, R.A., Government and Politics and Latin America. New York: Random House, 1965, pp. 54-55.

TABLE OF CONTENTS...

A PRIEST ON GUATEMALA

Reading # 9 - Committee on Foreign Relations, United States Senate, Amendments to the OAS Charter, Washington: U.S. Government Printing Office, 1968, pp. 14-18.

POLITICAL PARTIES

Reading #10

Alexander, Robert J., Today's Latin America. New York: Doubleday, 1962. pp. 146-147.

PERSONALIST PARTIES

Reading #11

Alexander, Robert, Today's Latin America. New York: Doubleday, 1962. pp. 147-148.

TRADITIONALIST PARTIES

Reading #12

Alexander, Robert J., Today's Latin America. New York: Doubleday, 1962, pp. 148-151.

PARTIES OF REFORM

Reading #13

Schmitt, Karl M. and Burks, David D., Evolution or Chaos, New York: Praeger, 1965, p. 159.

RADICAL REVOLUTIONARY ORGANIZATIONS

Reading #14

Schmitt, Karl M., and Burks, David D., Evolution or Chaos, New York: Praeger, 1965, p. 159.

CHILEAN POLITICAL PARTIES ~~Reading~~ #15

Silvert, Kalman H., The Conflict Society. New York: American Universities Fiedl Staff, Inc., 1966, p. 27.

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UNIT IV ECONOMIC DEVELOPMENT*

Senior Elective Course on Contemporary Latin America

LATIN AMERICAN CURRICULUM PROJECT
403 Sutton Hall, The University of Texas, Austin, Texas, 78712
Clark C. Gill and William B. Conroy, Directors

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ECONOMIC DEVELOPMENT

OVERVIEW

Economic development is a complex process which cannot be considered apart from political and social factors. In this unit, the word "development" is used broadly to include all three aspects although the emphasis is economic.

Part I presents the challenge of development and includes a survey of conditions in Latin America, the pre-conditions for economic development, the obstacles likely to be encountered, and some of the effects of the development process. Part II considers the nature of economic development with attention given to agriculture, industry, and financial policies. Activities are suggested which involve case studies of several nations' development efforts and achievements.

"Main Ideas" are presented as generalizations to be supported by evidence or to be "arrived at" by the students on the basis of the evidence they have studied. It is expected that economic terms (e.g., GNP, capital, export dependence) will require explanation, but it is assumed that teachers can more adequately evaluate student knowledge and plan this and similar activities to fit their particular class. A standard economics text should be available for reference.

The following books should be accessible to the students, preferably in multiple copies in the classroom.

Hanke, Lewis, Mexico and the Caribbean. Princeton: D. Van Nostrand, 1967.

Hanke, Lewis, South America. Princeton: D. Van Nostrand, 1967.

Socio-Economic Progress in Latin America. Washington, D. C.: Inter-American Development Bank, 1968.

Also valuable are:

Heilbroner, Robert L., The Great Ascent. New York: Harper and Row, 1963.

Rostow, Walt, The Stages of Economic Development. Cambridge: University Press, 1960.

Smith, T. Lynn (ed.), Agrarian Reform in Latin America. New York: Knopf, 1965.

Véliz, Claudio (ed.), Latin American and the Caribbean, A Handbook. New York: Praeger, 1968.

Note: The research reported herein was written pursuant to a contract with the United States Department of Health, Education and Welfare, Office of Education, Washington, D. C.

I. The nature of underdevelopment and the requirements for development represent opposing political, social, and economic forces and thus create a potentially revolutionary situation in developing nations.

Main Ideas

A. Measures of underdevelopment include: low Gross National Product (GNP), per capita income, and extremely unequal distribution of wealth; low productivity agriculture and little modern industry; a high degree of export dependence, usually a few primary food products or industrial raw materials; and inadequate housing, health, and educational facilities -- all of which reflect a lack of capital.

1. There is considerable variability among and within Latin American nations with respect to degree of underdevelopment.

2. The several aspects of underdevelopment are interdependent.

Materials

Transparencies, "Aspects of Underdevelopment in Latin America"
Teacher's Notes to accompany transparencies

Suggested Activities	Explanatory Notes
To illustrate the complexity of underdevelopment and the variability among and within Latin American nations, and to suggest the interrelatedness of the several aspects of underdevelopment, present and discuss the series of transparencies.	The data for these graphs have been taken from several sources, and figures have been rounded for simplicity. In many cases they are only rough estimates or approximations and thus should be used with caution as they are not precise statistics. However, the data can be used with some confidence for purposes of comparison. Source differences in definition are discussed specifically with the data on literacy. See Teacher's Notes for further explanation of information presented in the transparencies. Additional, detailed, up-to-date information may be obtained from Socio-Economic Progress in Latin America. Washington, D. C.: Inter-American Development Bank, 1967, pp. 1-36.
Students should be encouraged to take notes from class discussion of the statistical data provided by the transparencies. After showing the transparencies, ask students to indicate the aspects or measures of underdevelopment, and list their responses on the board. How are various aspects of underdevelopment interrelated? This discussion should review and summarize activities thus far. If additional comparisons with the U. S. are desired, ask several students to consult the Statistical Abstract of the U. S. They might also chart growth trends, from 1865 to 1965, for example, to indicate the patterns and time span of development in the U. S.	

Main Ideas

B. Development is a social and political as well as an economic process, the first stages or pre-conditions of which are modification of traditional attitudes, habits, social structure, and institutions.

1. Such far-reaching social reorientation is dependent upon the mobilization of dynamic political forces.

2. Adaptation of an entire society for development threatens vested interests which are likely to use their influence to oppose change.

Materials

Reading #1, "Underdevelopment and Latin America"
Readings #2, 3, 4, 5, and 6, "The Development Challenge"

Suggested Activities	Explanatory Notes
On the basis of previous discussion, students should recognize that underdevelopment is not only economic but also a reflection of political and social conditions.	
Assign Reading #1, "Underdevelopment and Latin America," and ask students to consider the questions presented in the introduction to the reading.	On pages 6-8 of The Conflict Society, Silvert discusses the relevance of his ten characteristics to Latin America. Students should be able to reach tentative conclusions on the basis of their previous study. Further background may be found in Silvert's last chapter, pp. 275-284.
How does an underdeveloped nation or regions begin to develop? Explore the student's recommendations, encouraging them to question each other's ideas. Keep a list for further reference later in the unit.	If necessary, remind students that political, economic, and social solutions are necessary, and that interrelated problems cannot be tackled independently. Development and industrialization are not synonymous as industrial centers can exist in the midst of a primitive agricultural economy (e.g., São Paulo in Brazil).
Assign Readings #2, 3, 4, 5, and 6, "The Development Challenge" to provide students with background information and to introduce them to the variety of points of view on this topic. Students might be asked to consider questions such as the following: What are the political, economic, and social aspects of development? How is development to be accomplished? Is revolution inevitable? Are these authors' ideas at all similar to those discussed earlier in class?	Economists, Prebisch, Roberts, de Oliveira Campos, and Urquidi see government planning as essential to development. They do not feel that Latin America has the time to allow development to proceed haphazardly, and they recognize that sustained development is essential to satisfy popular demands and avoid revolution. Fuentes, in contrast, argues that revolution is inevitable and desirable. Prebisch and Urquidi emphasize that development is a politico-socio-economic process, not merely a matter of industrialization, and Urquidi outlines the social aspects of development.

Suggested Activities	Explanatory Notes
In addition to the excerpts provided in the Appendix, students should read:	Heilbroner focuses on the attitudes and institutions which impede development and indicates the need for new, dynamic political leadership. For further explanation of conservative attitudes among all socio-economic groups and resistance to new technology, see the Smith, Stokes, and Véliz readings cited opposite.
Aikman, D., "Economic Standstill", in Stavrianos, L. S. et al., Readings in World History. Boston: Allyn and Bacon, 1967. pp. 459-468. (A brief description of the Latin American economy from the colonial period to World War II.)	
Alexander, Robert J., Today's Latin America. Garden City: Doubleday, 1962. pp. 57-83.	In another section of his book (pages 87-99), Urquidi considers the political aspects of development which will be specifically discussed later but may be included at this point if desired. Population growth threatens to erase development progress as well as increase already widespread rural poverty, movement to the overcrowded cities, and urban problems.
Behrendt, R. F., "New Mood in Guatemala", in Stavrianos, L. S. et al., Readings in World History. Boston: Allyn and Bacon, 1967, pp. 475-480. (The reaction of an Indian family to moving from their isolated community to a large United Fruit Company town.)	
Cortes, Albert B., "The Crisis of Latin America", in Keen, B., Readings in Latin American Civilization. New York: Houghton Mifflin, 1967, pp. 460-467.	
Peterson, Harold F., Latin America. New York: Macmillan, 1966, pp. 93-116. (Includes past and present economic conditions and problems.)	
Powelson, J. P., "The Meaning of the Alliance for Progress: Conflicts of Opinion", in Hanke, L., South America, pp. 186-193. (Attention focuses on various aspects of economic development.)	

Smith, T. Lynn, "Obstacles to Economic Development," in Hanke, L., South America, pp. 182-184.

Stavrianos, Leften S., and Blanksten, George I., Latin America, A Culture Area in Perspective. Boston: Allyn and Bacon, 1964, pp. 37-54.

Stokes, W. S., "Some Latin American Leaders Don't Want Technological Change" in Hanke, L., Mexico and the Caribbean, pp. 172-174.

Véliz, Claudio, "Obstacles to Reform in Latin America", in Hanke, L., Mexico and the Caribbean, pp. 174-178.

Although excerpts are provided, students should be encouraged to read the more complete Prebisch and Fuentes selections in Hanke's South America and Mexico and the Caribbean.

Students who undertake additional research might be asked to play the roles of a peasant, landed aristocrat, military officer, etc., in a panel discussion considering the desirability and means of socio-economic development. Each panel member would present the views of the group he represents, and the rest of the students would be encouraged to question the panel members.

Especially valuable for such an activity would be Johnson, J. J. (ed.), Continuity and Change in Latin America. Stanford University Press, 1964. Each chapter examines a specific group or sector of Latin American society.

Discussion of the requirements for development and the obstacles hindering more rapid progress will be continued in the next session.

Main Ideas

C. Popular demand for rapid development and strong nationalism suggest that the European and U. S. examples of gradual, largely private industrialization may not be entirely relevant or acceptable to Latin America.

1. An increasing gap between expectations and achievements is likely to breed frustration, impatience, and violent expression of discontent.

2. What Roberto de Oliveira Campos calls "emotional nationalism" produces a distorted pride in tradition which inhibits economic change and the introduction of foreign technology.

3. Strong central governments may be necessary to control and direct the forces of development.

Materials

Reading #7, "The Demands of Change"
Readings #8, 9, and 10, "Politics and Development"

Suggested Activities	Explanatory Notes
Ask students to read "The Demands of Change" (Reading #7) which indicates why the process of development in Latin America will differ from U. S. and Western European experiences. What major problem or challenge does the author identify?	There is a tendency for U. S. citizens to feel that other people would be better off if they did things "our way". As Carlos Fuentes forcefully stated, "our way" may not be the best way or even suitable in other situations. Raul Prebisch expressed similar feelings when he said that "our way" is not sufficient for Latin America's needs. See Heilbroner, R. L., The Great Ascent. New York: Harper & Row, 1963, pp. 123-126 for a discussion of the fallacy of comparison of underdeveloped nations with Western development.
If students have undertaken research on U. S. economic development patterns, their findings might be presented at this time. Or, ask students to read "Exploding Some Myths About the Industrial Revolution", in Fenton, E. (ed.), 32 Problems in World History. Chicago: Scott, Foresman, 1964, pp. 146-154. The introduction is especially relevant as it outlines five stages of economic development characteristic of "advanced industrial societies". What similarities and differences exist between the conditions during U. S. or Western European economic growth and the present? Did the U. S. or Western Europe face problems similar to those confronting Latin America? To what extent is the U. S. or Western European experience relevant for Latin America today? Why is Latin American nationalism both a positive and a negative factor in terms of development goals?	In The Conflict Society, pages 277-279, Silvert discusses nationalism in terms of loyalty to the nation or national consciousness and emphasizes its "functional importance" for development. However, nationalism can be self-defeating when it becomes, for example, overly romantic or blindly anti-imperialistic. In Reflections on Latin American Development, pp. 5-6, Roberto de Oliveira Campos shows that nationalism can be increasing social cohesion, mobilizing energies, and encouraging acceptance of sacrifices. He refers to Walt Rostow's (The Stages of Economic Development. Cambridge: University Press, 1960)

Suggested Activities	Explanatory Notes
	discussion of nationalism and notes that it can create a sense of pride and strengthen the people's will to achieve development goals. The negative effects of nationalism are emphasized in the "Main Ideas" as an obstacle to development.
Many businessmen and economists believe that Latin America is 100 years behind the U. S. Is Latin America directly behind the U. S. or are Latin American nations following a different road? Answers should be considered tentative, and this question might be returned to after the next section and again later in the unit, perhaps as part of summary activities.	
The political aspects or requirements of development and the role of developed nations (especially the U. S.) are considered in the next series of readings, "Politics of Development".	To recommend a major role for government in Latin America's development is not to recommend authoritarianism or socialism. There is a significant difference between government planning and government ownership, between regulation and absolute control. Neither pure socialism nor pure capitalism exists in any nation. Differences among economic systems tend to be differences of degree or mixture of private and public planning and ownership. At least since 1816 when the U. S. established its first protective tariff and 1819 when construction of the National Road was completed, neither entirely free or private enterprise has existed in the U. S.

Suggested Activities	Explanatory Notes
What role do these authors see government taking in Latin America's development efforts? Why? All three readings suggest the possibility of violent expressions of discontent and the appeal of communism in underdeveloped nations. What role is recommended for the developed nations? Compare Heilbroner's interpretation with Fuentes' comments in the previous readings.	For additional information, see Survey of the Alliance for Progress, Political Aspects, prepared for the Subcommittee on American Republics Affairs of the Senate Committee on Foreign Relations (Washington, D. C.: U. S. Government Printing Office, 1967), which focuses on the importance of political development to achievement of other goals. Also, Rogers, W. D., The Twilight Struggle, The Alliance for Progress and the Politics of Development in Latin America. New York: Random House, 1967.

II. Varying degrees of progress toward development goals characterize Latin American nations, and future prospects are uncertain.

Main Ideas

A. Agrarian reform, essential to providing an adequate food supply for the growing population as well as general development, is being given greater attention after centuries of neglect.

1. An effective agrarian reform program requires more than redistribution of land.

2. The increasing demand for agrarian reform makes it a volatile political issue dividing the traditional aristocracy and the rural masses.

Materials

Transparency, "Land Distribution in Mexico and Venzuela"

Suggested Activities	Explanatory Notes
On the basis of the introductory transparencies and previous readings, how would you define Latin America's agrarian problem or problems?	Student may need to be reminded that approximately half of Latin America's labor force is agricultural, but that the agricultural sector produces only one-fifth of the area's GNP; thus agriculture is inefficient or relatively unproductive. While population is increasing rapidly, food production has not kept pace. Extreme rural poverty has accelerated movement to the cities. New job opportunities must be made available to absorb the excess rural population. Dependence upon the export earnings of a small number of crops has resulted in fluctuating incomes which hinder development. Until recently, most Latin American nations have neglected agriculture in favor of industrialization which is considered to be more prestigious. The great disparities in wealth are especially apparent in landholding patterns as 1% of the agrarian population holds 62% of the agricultural land. Dissatisfaction with the status quo is rising and governments are being forced to seek solutions to long-standing agrarian problems for humanitarian, political, and/or economic reasons.
What should be the goals of a comprehensive agrarian reform program in addition to redistribution of the land? Why?	The desire and demand for land reform (Redistribution) have probably received most attention, but students should realize that an effective reform program requires much more than the division of the latifundia (large estates). For example: provisions for credit (long-term, low-interest loans), technical assistance or extension services, roads, marketing facilities. Independent farmers must have access to and the desire to employ new methods.

Suggested Activities	Explanatory Notes
What obstacles do you anticipate in carrying out a comprehensive agrarian reform program?	In addition to inadequate funds and technical skills, the opposition of the traditional land-owning aristocracy and the difficulty of relocating people and modifying their way of life should be noted. See Lewis, O., "The Culture of Poverty", in Hanke, L., Mexico and the Caribbean, Princeton: D. Van Nostrand, 1967, pp. 235-237.
Where is land for the campesinos (farm workers or subsistence farmers) to be obtained? What is the difference between expropriation and nationalization? What is "eminent domain"?	Some unproductive lands can be reclaimed, and public property can be distributed. Or, state owned collective farms could be established, Soviet-style, to include all agricultural lands. The "social function of property", similar to the government's right of eminent domain in the U. S., is interpreted to justify the taking of underutilized, idle, or misused private lands by the government for distribution to the campesinos in the public interest or "to promote the general welfare". For further explanation, see Orlando Fals Borda, "The Social Function of Property", in Smith, T. L. (Ed.), Agrarian Reform in Latin America. New York: Knopf, 1965, pp. 175-180.
To provide historical background for understanding the agrarian dilemma, it may be desirable to have students read the article suggested to the right.	Solon Barraclough, "The Agrarian Problem," in Véliz, C. (ed.), Latin America and the Caribbean, A Handbook. New York: Praeger, 1968, pp. 487-500. (especially, "The Problem in Perspective," pp. 487-489.)

Suggested Activities	Explanatory Notes
The Latin American hacienda and the southern U. S. plantation might be compared. How might legislation similar to the U. S. Land Ordinance of 1785 have affected land ownership in Latin America?	
To further explore and compare modern conditions, several students might investigate the situation of migrant workers or share-croppers in the U. S.	See Crist, R. E., "Tropical Agriculture Remains A Way of Life for Millions," in Hanke, L., South America. Princeton: D. Van Nostrand, 1967, pp. 166-170.
To summarize and provide an introduction to the agrarian reform efforts in specific countries, read Joas Goncelves de Souza, "Problems of Agrarian Reform in Latin America", Americas, August 1960, pp. 9-14; or Oscar Delgado, "Land Reform: Ideals and Realities", in Keen, B., Readings in Latin American Civilization. New York: Houghton Mifflin, 1967, pp. 467-473.	Mexico and Venezuela have instituted agrarian reform programs, and their efforts will be studied in the next sections. Bolivia and Chile, also undertaking reform, are suggested as examples for further study and comparison.

Main Ideas

3. The demand for agrarian reform was a major factor in the Mexican Revolution which continues to have far-reaching political, economic, and social effects.

   a. Idle lands were distributed to ejidos (communities) where individual families work the land which is jointly owned by the community, subject to restrictions on use and sale designed to protect ejido members from exploitation.

   b. Prior to the revolution (1910-), an estimated 95% of the rural population did not own land. While more than two and one-half million farmers have received approximately 150 million acres (one-fourth of Mexico's territory) through the ejidos, most of the agricultural land remains in private holdings.

   c. Public irrigation projects, government agricultural credit, extension services, and technological improvements have tended to benefit the private landowners more than the ejidos most of which are engaged in subsistence farming. Large-scale, mechanized agriculture will be possible when industrialization can absorb surplus farm population and provide the necessary tools. (Many hacendados, having lost much of their land, have been forced to utilize more efficiently what remains.)

   d. For a variety of reasons, Mexico's per capita agricultural production appears to have declined during the early period of agrarian reform, but during 1941-1960 it increased 46% compared to a world average of 12% and a decline for Latin America as a whole.

   e. Although Mexico's campesinos have greater freedom, income, and opportunities for employment and advancement, their position remains marginal economically

Suggested Activities	Explanatory Notes
The violence of the Mexican Revolution and the drastic methods of land redistribution should be emphasized. Why was the situation in Mexico so explosive? By what means did Mexico accomplish changes in land ownership patterns? What is the nature of the ejido, and what has been its place in Mexico's rural sector?	Assign reading from one or more of the following: "Rural Development", in Socio-Economic Progress in Latin America. Washington, D. C.: Inter-American Development Bank, 1968, pp. 214-216. Sánchez, George I., Mexico, Boston: Ginn, 1966, pp. 58-63. Segonia, Rafael, "Mexico," in Véliz, C. (ed.) Latin America and the Caribbean, A Handbook. New York: Praeger, 1968, pp. 150-166. (especially pp. 154-159 on the revolution and its progress to the present.) Smith, T. Lynn, (ed.), Agrarian Reform in Latin America. New York: Knopf, 1966. Ramon Fernandez Y Fernandez, "The Mexican Agrarian Reform: Backgrounds, Accomplishments and Problems," pp. 153-166; Victor Manzanella Schaffer, "Recent Developments in Mexico's Agrarian Reform Program," pp. 167-171. Survey of the Alliance for Progress, Problems of Agriculture. Washington, D. C.: U. S. Government Printing Office, 1967. (This study prepared for the Sub-committee on American Republics Affairs of the Senate Foreign Relations Committee includes a case study of land reform in Mexico, pp. 19-22.)

and socially. However, increased rural purchasing power has stimulated the industrial sector which as it grows, will provide jobs for the excess rural population. (An ejido member cannot divide his land among his children; only one can inherit the land. Also, because the ejido cannot be expanded, increasing population puts more pressure on the land.)

f. The Mexican government continues to work for improvement of rural conditions through redistribution of land, settlement of new lands, technical assistance, increased credit, and rural schools in an attempt to integrate the rural sector into the national economy and society.

Materials

Reading #11, "Large U. S. Landholdings in the State of Coahuila Revealed"

Suggested Activities	Explanatory Notes
It has been suggested that Mexico's program of agrarian reform has had its greatest impact outside the ejido or even outside the agricultural sector. Do you agree?	The interrelatedness of the various aspects of development should be noted again.
In your opinion, to what extent has Mexico's agrarian reform been successful? In what ways do you consider it inadequate or a mistake?	
Read, "Large U. S. Landholdings in the State of Coahuila Revealed". What are the implications for Mexico's agrarian reform and U. S.-Mexico relations? Indicate the area involved on a wall map. Several students might be asked to look for further developments in this dispute.	See Appendix, Reading #11, "Large U. S. Landholdings in the State of Coahuila Revealed".
Agrarian reform was also begun following revolution in Bolivia, 1952-1953. Several students might investigate Bolivia's experience and report to the class on the similarities and differences they observe between Mexico and Bolivia.	The general references recommended above for Mexico also contain sections on Bolivia.

Main Ideas

4. Venezuela's Agrarian Reform Act of 1960, the result of rural organization and political pressure, has peacefully brought about the distribution of public lands and expropriated private holdings, and a wide range of agricultural services have been made available.

   a. With revenue from oil exports, Venezuela has been able to spend more on agricultural development than Mexico or Bolivia; thus, larger areas of land have been distributed to the campesinos, and more services have been provided.

   b. Effective organization of agricultural unions to support the party which best furthers their interests has made orderly reform possible.

Suggested Activities	Explanatory Notes
Why has peaceful reform been possible in Venezuela while violence appears to have been inevitable in Mexico and Bolivia? What suggestions might be derived from the Venezuelan example for agrarian reform elsewhere in Latin America?	
Compare Chile's efforts and accomplishments with those of Venezuela. Which nation has made greater progress? Why?	An important impetus to agrarian reform in Chile has been strong pressure from the left, especially Chile's Communist Party. The scarcity of good agricultural land has hindered land redistribution efforts. The Roman Catholic Church has supported government reform efforts and has distributed some of its land to the campesinos. Large landholdings continue to dominate Chilean agriculture.
	The general references listed previously contain information on agrarian reform in Venezuela and Chile.
Why haven't other nations planned or implemented agrarian reform programs? A Brazilian study suggests that western influences are destroying Brazil's Indian population and recommends that the remaining 100, 000 Indians be allowed to live on their tribal lands undisturbed. Do you agree? Is this a valid argument against agrarian reform and integration of Indian communities? Would this course of action (or inaction) be advisable in Peru, Mexico, or Bolivia? What has been	Refer to the reluctance to accept change discussed earlier as well as other social, economic, and political factors.

Suggested Activities	Explanatory Notes
U. S. policy with respect to our Indian population? To what extent is agrarian reform also a "civil rights" issue in Latin America?	
How is rapid population growth likely to affect agrarian reform measures?	
What services do the national and state governments provide for farmers in the U. S. ? OEO programs for migrant workers should be included. What difficulties might be expected to thwart attempts to introduce new farming methods in Latin America (on the ejidos, for example)? What aid is being provided by the Alliance for Progress and other international organizations or agencies (e.g., U.N., U. S. Agency for International Development, the Inter-American Development Bank, the OAS)?	
How might you attempt to convince a large landowner from an old aristocratic family that comprehensive agrarian reform is in his best interests? What is the relationship between agrarian reform and other aspects of development?	
Assume that all the Latin American nations undertake agrarian reform programs which redistributes land and provide excellent services and technical assistance to all farmers. Roads and schools are built. Production and standards of living rise. Latin America still has an agrarian problem, one similar to that confronting the U. S. Explain.	Agrarian reform is not a complete answer to Latin America's development problems. At the same time, efforts must be made to further industrialization and to achieve a "proper" balance between these two major sectors of the economy. While the U. S. economy is relatively well balanced, we do have agricultural problems such as over production and a surplus farm population.

Main Ideas

B. Raising living standards requires industrialization as well as agrarian reform, but efforts to industrialize have been hampered by insufficient human and natural resources, capital, markets, planning, and the rigidity of traditional attitudes and institutions.

1. Most Latin American nations are unable to accumulate sufficient capital for industrialization through trade or domestic savings, and thus they are dependent upon foreign investment and aid.

2. The development of human resources means education and modification of traditional attitudes.

3. Efficient industrialization demands mass markets which can be created by internal redistribution of wealth and economic integration (i.e., creation of "common markets" such as the Latin America Free Trade Association or the Central American Common Market).

4. Financial reform and administrative responsibility are necessary for sustained development.

a. Tax reform is a means of increasing government income for social welfare and development programs as well as effecting a redistribution of wealth.

b. Inflation must be controlled in order to maintain purchasing power (and rises in living standards) and encourage much-needed investment in long-term development projects.

c. Efficient administration must replace corruption and bureaucratic red tape if development efforts and resources are not to be wasted.

Suggested Activities	Explanatory Notes
Each of the Main Ideas suggests several questions which should be asked about industrialization in Latin America. Together, the Main Ideas may be used as a blueprint or guide for studying the progress of industrialization in specific nations.	For example, B-1 suggests: What is capital? Why are earnings from trade inadequate for industrialization? Would stabilization of commodity prices of major exports provide sufficient income so that outside assistance would be unnecessary? Why don't Latin Americans save and invest their money? (Do they have money to invest? Do they prefer to invest their money elsewhere?) Is foreign investment and aid available? What are the difficulties accompanying large-scale outside assistance? (What are the arguments for and against nationalization of foreign owned industries? To what extent has foreign investment meant economic interference and exploitation of Latin America's resources?)
Divide the class into several groups each of which will develop questions for one of the Main Ideas and present them to the class for modification and elaboration.	
When appropriate questions have been established, individual students or small groups might be responsible for researching the industrialization efforts and progress of selected nations. Individual or group presentations would be followed by class discussion of the information and questions such as: What priorities should be established? What role should the government play? What are the positive and negative factors which will	The following general references are strongly recommended: Hanke, Lewis, Mexico and the Caribbean. Princeton: D. Van Nostrand, 1967. Hanke, Lewis, South America. Princeton: D. Van Nostrand, 1967. Socio-Economic Progress in Latin America. Washington, D. C.: Inter-American Development Bank, 1968.

Suggested Activities	Explanatory Notes

influence the nations' development? What can or should the U. S. and other developed nations do? What are the prospects for the future?

Or, these questions might be discussed with reference to Latin America in general if there is insufficient time or materials for study of individual nations: however, the diversity within Latin America should be emphasized.

Véliz, Claudio (ed.), Latin America and the Caribbean, A Handbook. New York: Praeger, 1968.

Also recommended are:

Bernstein, Marvin D., (ed.), Foreign Investment in Latin America, Cases and Attitudes. New York: Knopf, 1966.

Brand, Donald D., Mexico, Land of Sunshine and Shadow. Princeton: D. Van Nostrand, 1966. (especially pp. 99-133)

Campos, Roberto de Oliveira, Reflections on Latin American Development. Austin: University of Texas Press, 1967.

Ewing, Ethel E., Latin American Culture. Chicago: Rand McNally, 1967. (especially pp. 656-658)

Kingsbury, Robert C. and Schneider, Ronald M., An Atlas of Latin American Affairs. New York: Praeger,1965.

Peterson, Harold F., Latin America. New York: Macmillan, 1966. (especially pp. 93-104, 105-116)

Sánchez, George I., Mexico. Boston: Ginn, 1966. (especially pp. 64-68)

Silvert, K. H, Chile, Yesterday and Today. New York: Holt, Rinehart, & Winston, 1965. (especially pp. 118-150)

Suggested Activities	Explanatory Notes
	Urquidi, Víctor L., The Challenge of Development in Latin America. New York: Praeger, 1964 (c. 1962).
	Webb, Kempton E., Brazil. Boston: Ginn, 1964. (especially pp. 51-76)

APPENDIX

Teacher's Notes to Accompany Transparencies,

"Aspects of Underdevelopment in Latin America"

1. POPULATION GROWTH RATES, TOTAL AND PER CAPITA INCREASES IN GNP, AND COST-OF-LIVING INCREASES

The yearly percentage increase in population in Latin America is higher than in any other world region. Within Latin America, there is considerable variation in growth rates.

What is the significance of a rapidly increasing population in terms of development?

Superimpose the first overlay indicating percentage increases in total and per capita GNP. Development gains are almost nullified by rapid population growth. Latin America must make progress in order to maintain present living standards.

Superimpose the second overlay showing cost-of-living increases. What is the effect of such inflation considering the extent of the rise in per capita GNP? Does the U. S. face similar situations?

2. GNP PER CAPITA: WORLD REGIONS

While the extremely low figure for Latin America is obvious, the figures for Africa and parts of Asia are even lower. Also, the cost-of-living or survival is lower than in the U. S., and many people live outside the money economy. In considering percentage increases in per capita GNP (transparency #1), the extremely low base figure should be remembered.

3. GNP PER CAPITA: LATIN AMERICA AND INDIVIDUAL NATIONS

Again, the diversity among Latin American nations is illustrated. Students might be asked to speculate on reasons for the differences indicated as well as the generally low figures. Later transparencies will provide some answers.

Because income is unevenly distributed, per capita figures are misleading. The distance separating upper and lower classes in most Latin American nations is very wide.

4. DISTRIBUTION OF THE LABOR FORCE AND PERCENTAGE CONTRIBUTIONS TO GNP

The large proportion of the labor force engaged in agriculture and the low productivity of the agricultural sector are keys to an explanation of underdevelopment. In contrast, in 1960 only 6% of the U. S. labor force was engaged in agriculture and related fields while 32% was classified professional, technical, administrative, executive, or managerial.

5. LEADING EXPORTS

The extent to which Latin American nations depend on a single export which is vulnerable to wide price fluctuations is an indicator of economic imbalance. That leading exports are agricultural products or industrial raw materials is also indicative of underdevelopment. Venezuela's relatively high per capita GNP (transparency #3) is explained in large part by her valuable oil resources. Mexico has the most balanced economy, being least dependent on a single export. Note the slightly lower figure for the U. S., and that our leading export is manufactured products rather than basic commodities.

6. VALUE OF LEADING EXPORTS

Latin America's "colonial" economic status is again illustrated. In 1964, U. S. exports of machinery were valued at $6.4 million, almost as much as Latin America's top four export categories combined. The value of oil exports further explains Venezuela's relatively favorable GNP per capita. Oil accounted for 26% of the total value of Latin America's 1965 exports. It should also be noted that Venezuela's oil income is not shared by a large part of the population, and thus per capita GNP statistics mask extreme variations in wealth.

7. DESTINATION OF EXPORTS/SOURCES OF IMPORTS

The economic interdependence of the U. S. and Latin America is made clear. Combining information from transparencies #5 and #6 with that presented here, students should realize

that in general Latin America sells raw materials to the U. S. and purchases manufactured goods. The relatively small percentage of intra-Latin American trade should be pointed out, and students might be asked to suggest explanations.

8. MEDICAL FACILITIES AND LIFE EXPECTANCY

There is no intent to equate the number of doctors and life expectancy, although some rough correlation might be observed. Low figures and variability among nations should be clear. It is interesting to note that in 1962 there were 13 doctors for every 10, 000 people in the U. S., fewer than in Argentina.

9. LITERACY

These figures should be used with caution as they are likely to be inflated. Definitions of literacy differ, and thus what is considered literacy in one nation may not be accepted in another. For example, in the U. S. literacy is assumed to require 6 years of education while U.N. figures are based on 4-5 years of schooling. In Latin America it is estimated that one-half of the people 15 years and older have less than one year's schooling. In 1952, U. S. figures estimated literacy at more than 95%.

In 1965-1966, there were 7.2 million primary and secondary students in Mexico, and in 1960 there were 13.2 million people between 5 and 19. For Chile the figures are 1.7 million students and 2.5 million people, 5-19. In both countries, slightly more than half the school-age children are in school.

Some discussion of the relatively high literacy rates in Argentina and Uruguay might also consider the relatively high number of doctors and life expectancy figures (transparency # 8) for those countries. Argentina's GNP per capita is only slightly lower than Venezuela's. Uruguay ranks third. The interrelatedness of thesefinds might be discussed briefly.

QUOTES FROM THE READINGS ON

PAGES 29-43 HAVE BEEN DELETED

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TABLE OF CONTENTS FOR READINGS

UNDERDEVELOPMENT AND LATIN AMERICA

Reading # 1 - Silvert, K.H., The Conflict Society, Reaction and Revolution in Latin America. New York: American Universities Field Staff, Inc., 1966., pp. 3-5.

THE DEVELOPMENT CHALLENGE

Reading # 2 - Prebisch, Raul, Towards a Dynamic Development Policy for Latin America. New York: United Nationas, 1963, pp. 3-20, in Hanke, L., South America. New York: D. Van Nostrand, 1967, pp. 178-182.

Reading # 3 - Urquidi, Victor, L., The Challenge of Development in Latin America. New York: Praeger, 1964 (c. 1962), pp. ix, x, 76-77, 81-82, 86.

Reading # 4 - Campos, Roberto de Oliveira, Reflections on Latin American Development. Austin: University of Texas Press, 1967, pp. 3,9.

Reading # 5 - Heilbroner, R.L., The Great Ascent. New York: Harper and Row, 1963.

Reading # 6 - Fuentes, Carlos, "The Argument of Latin America: Words for the North Americans," Whither Latin America? New York: Monthly Review Press, 1963, pp. 9-24, in Hanke, L., Mexico and the Caribbean. New York: D. Van Nostrand, 1967, pp. 142-144.

THE DEMANDS OF CHANGES

Reading # 7 - Silvert, K.H., The Conflict Society, Reaction and Revolution in Latin America. New York: American Universities Field Staff, Inc., 1966, pp. 276-277.

POLITICS AND DEVELOPMENT

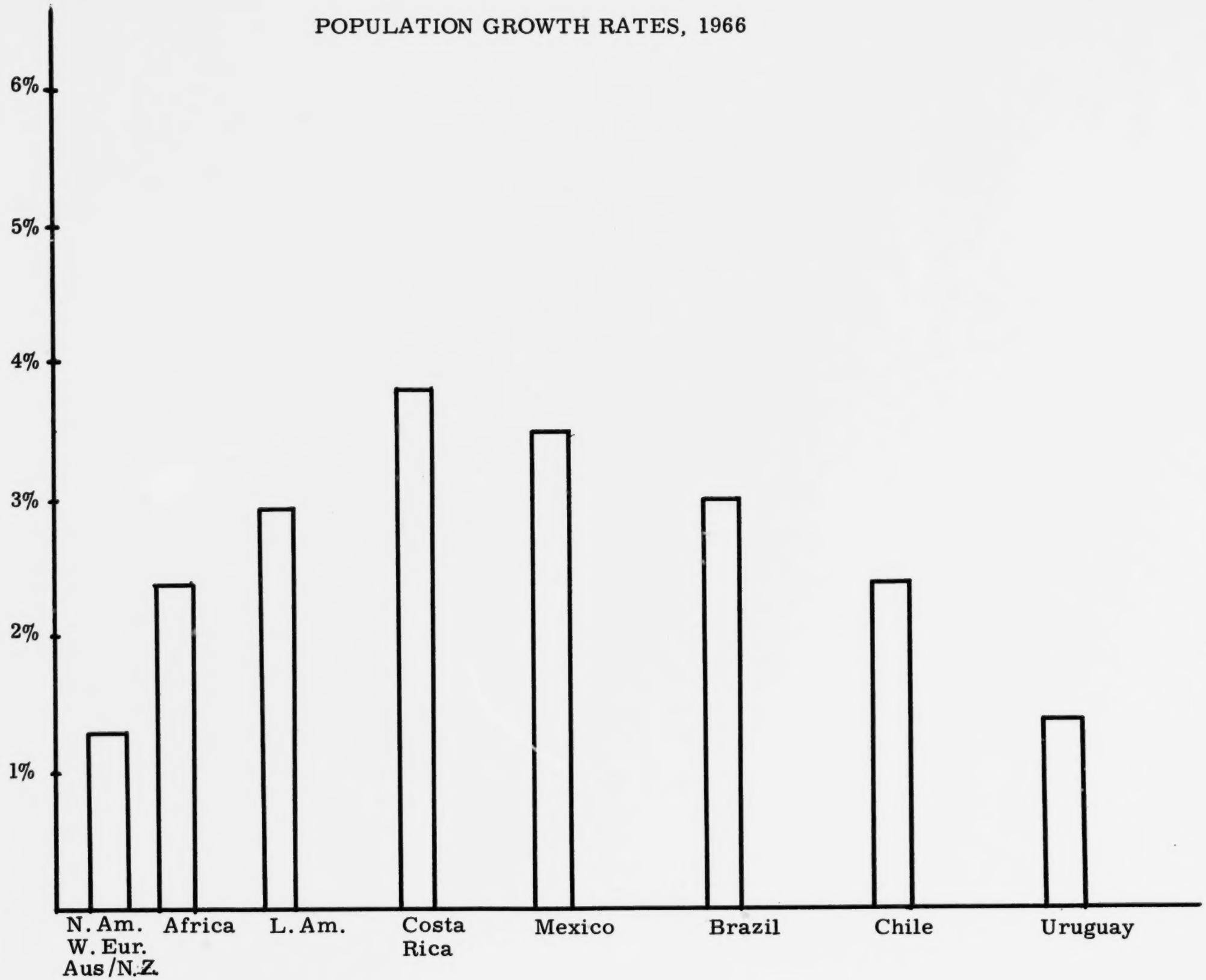
Reading # 8 - Urquidi, Victor L., The Challenge of Development in Latin America. New York: Praeger, 1964 (c. 1962), pp. 87-97.

Reading # 9 - Silvert, K.H. The Conflict Society, Readtion and Revolution in Latin America. New York: American Universities Field Staff, Inc., 1966, pp. 282-287.

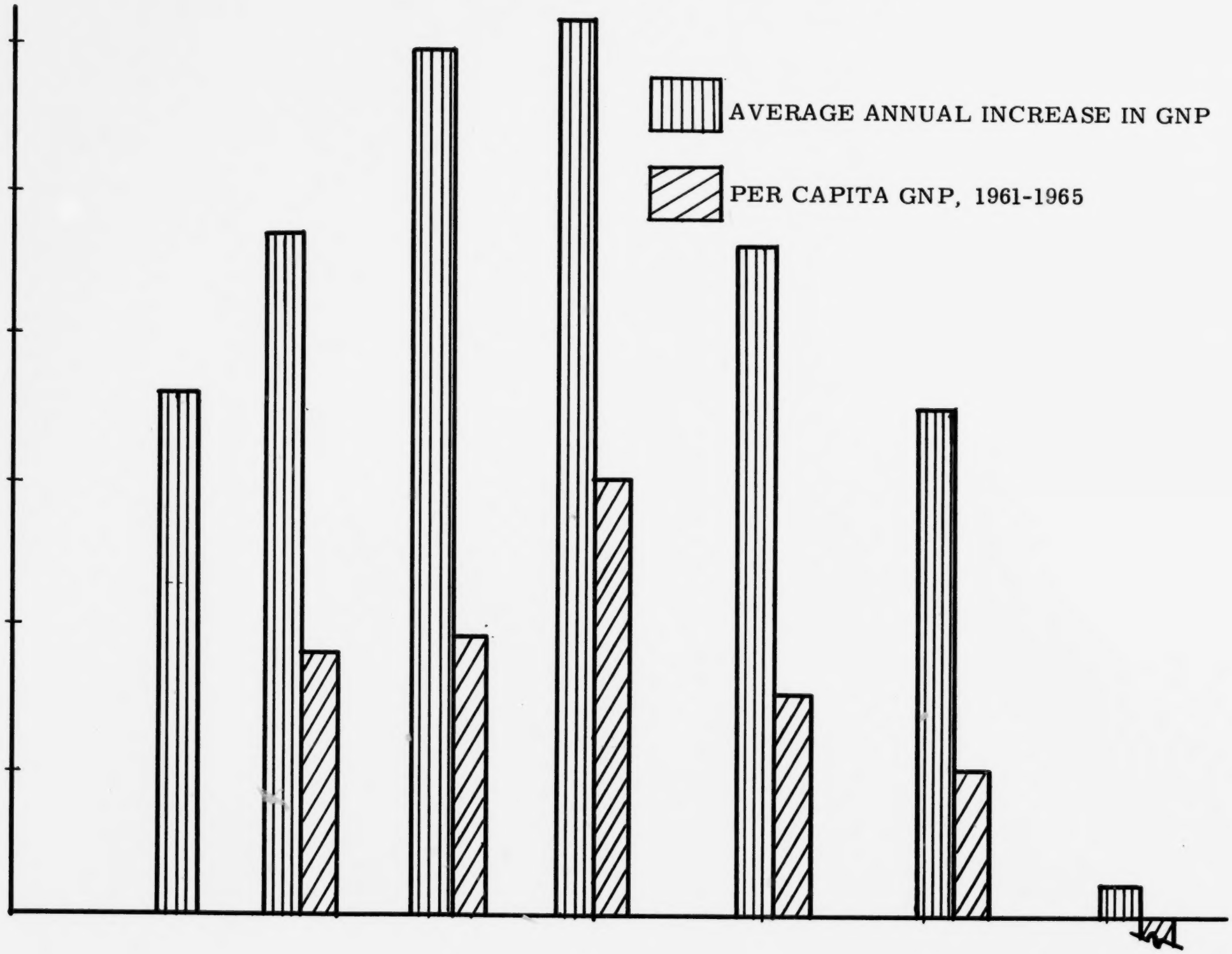
Reading #10 - Heilbroner, R.L., The Great Ascent. New York: Harper and Row, 1963.

Reading #11 - Gaona, H., "Large U.S. Landholdings in the State of Coahuila Revealed," Excelsior. April 10, 1968, p. 15-A.

POPULATION GROWTH RATES, 1966



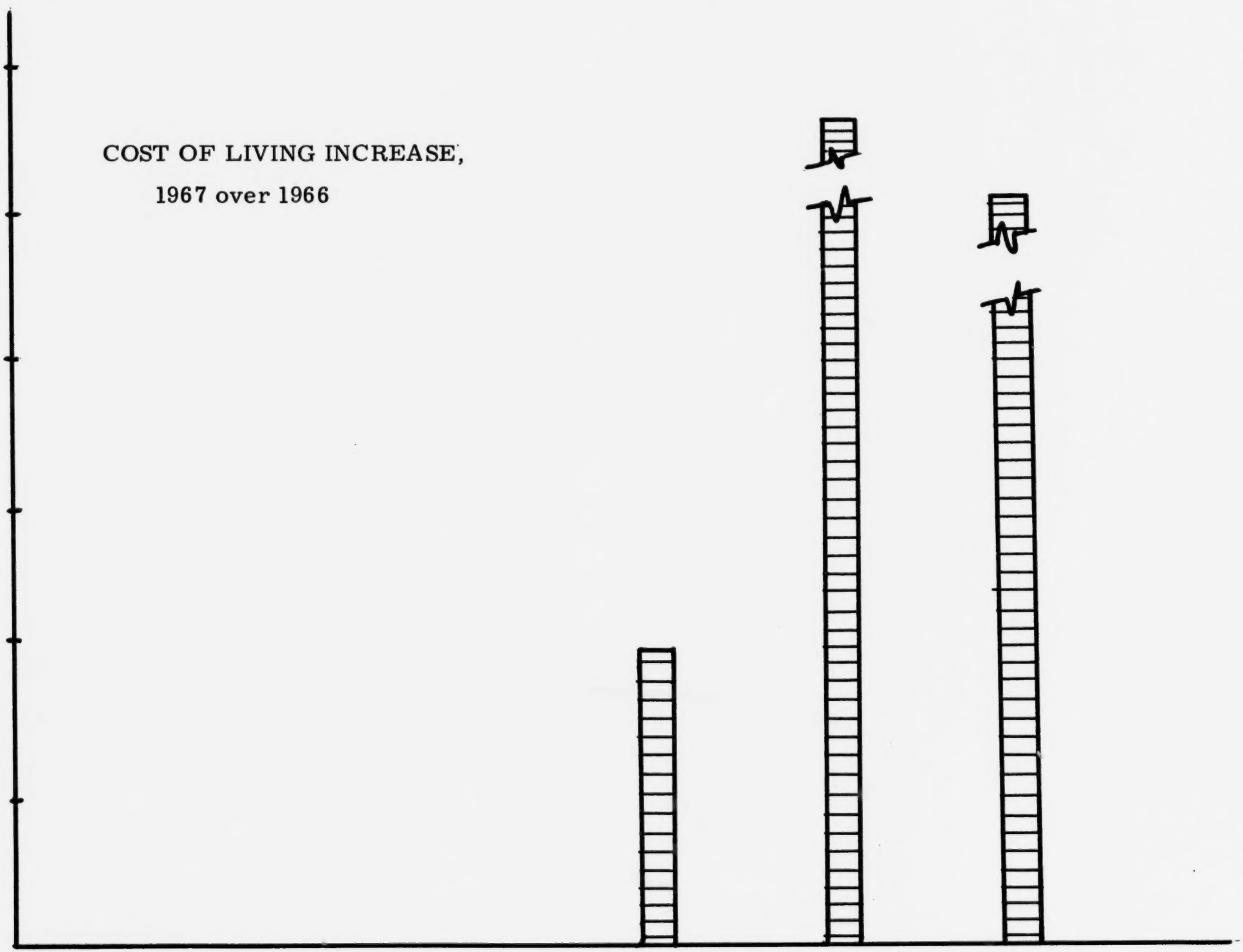
TRANSPARENCY #1



TRANSPARENCY #1 - OVERLAY #1

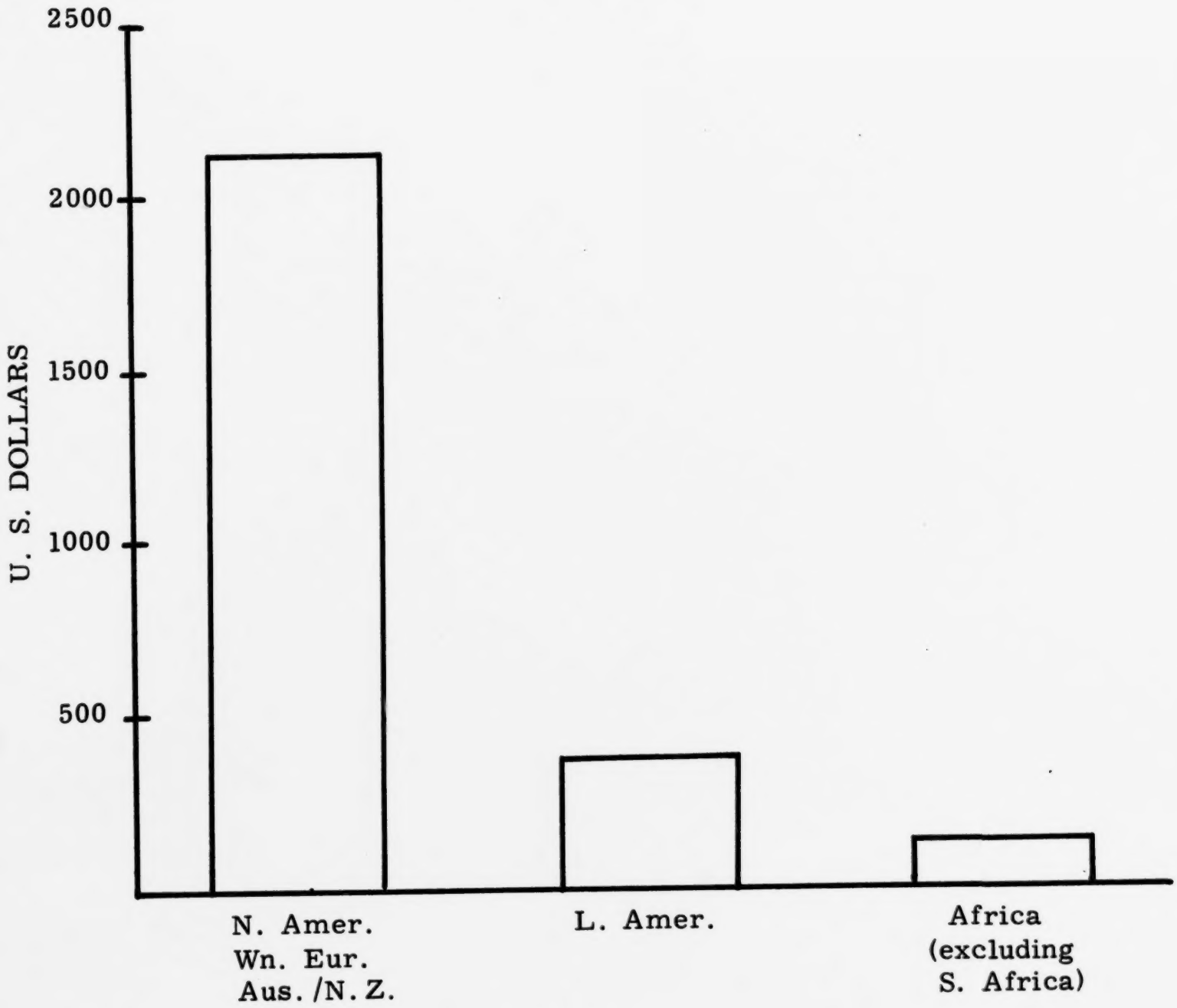
COST OF LIVING INCREASE,

1967 over 1966



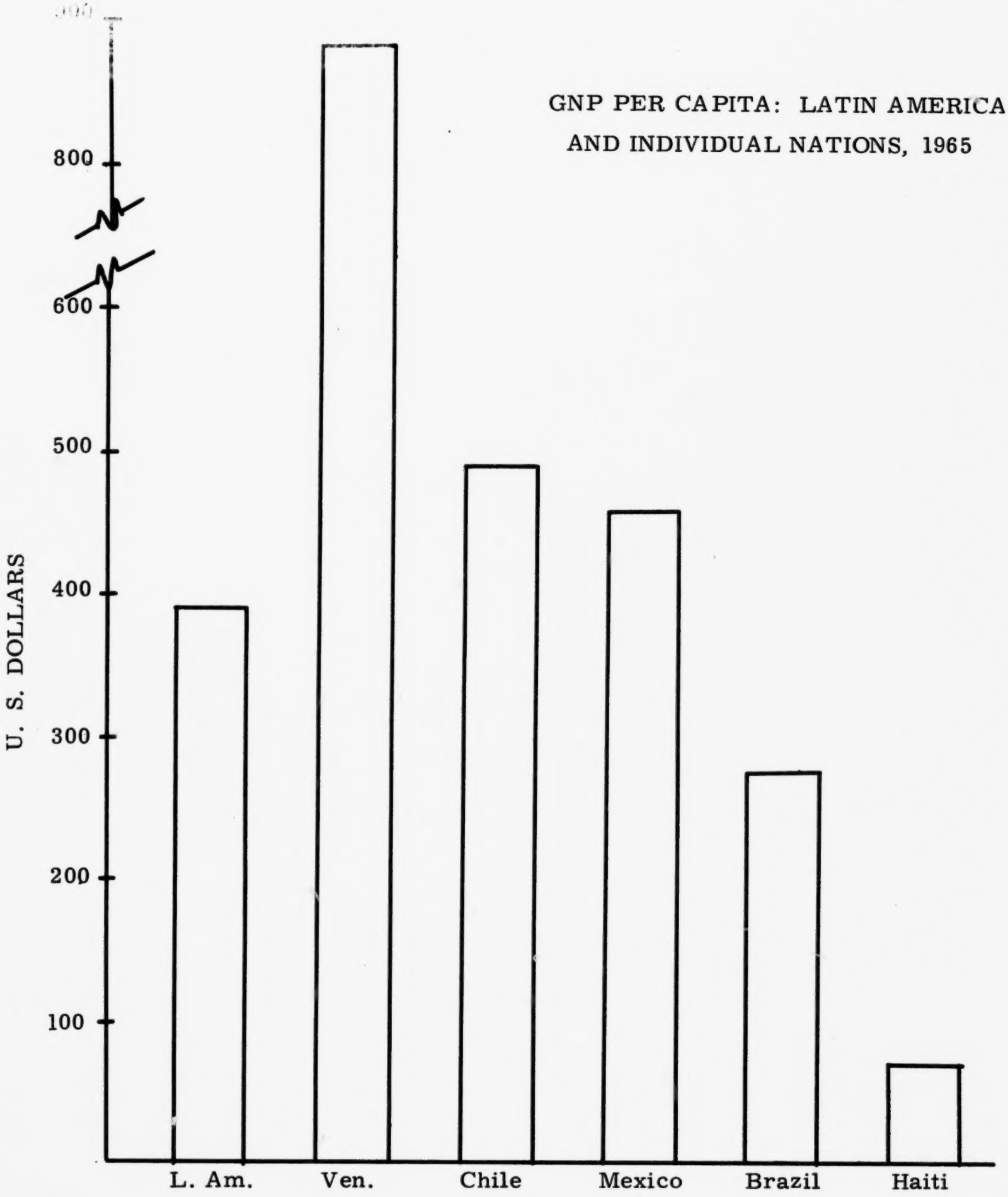
TRANSPARENCY #1 - OVERLAY #2

GNP PER CAPITA FOR WORLD REGIONS, 1965



TRANSPARENCY #2

GNP PER CAPITA: LATIN AMERICA
AND INDIVIDUAL NATIONS, 1965

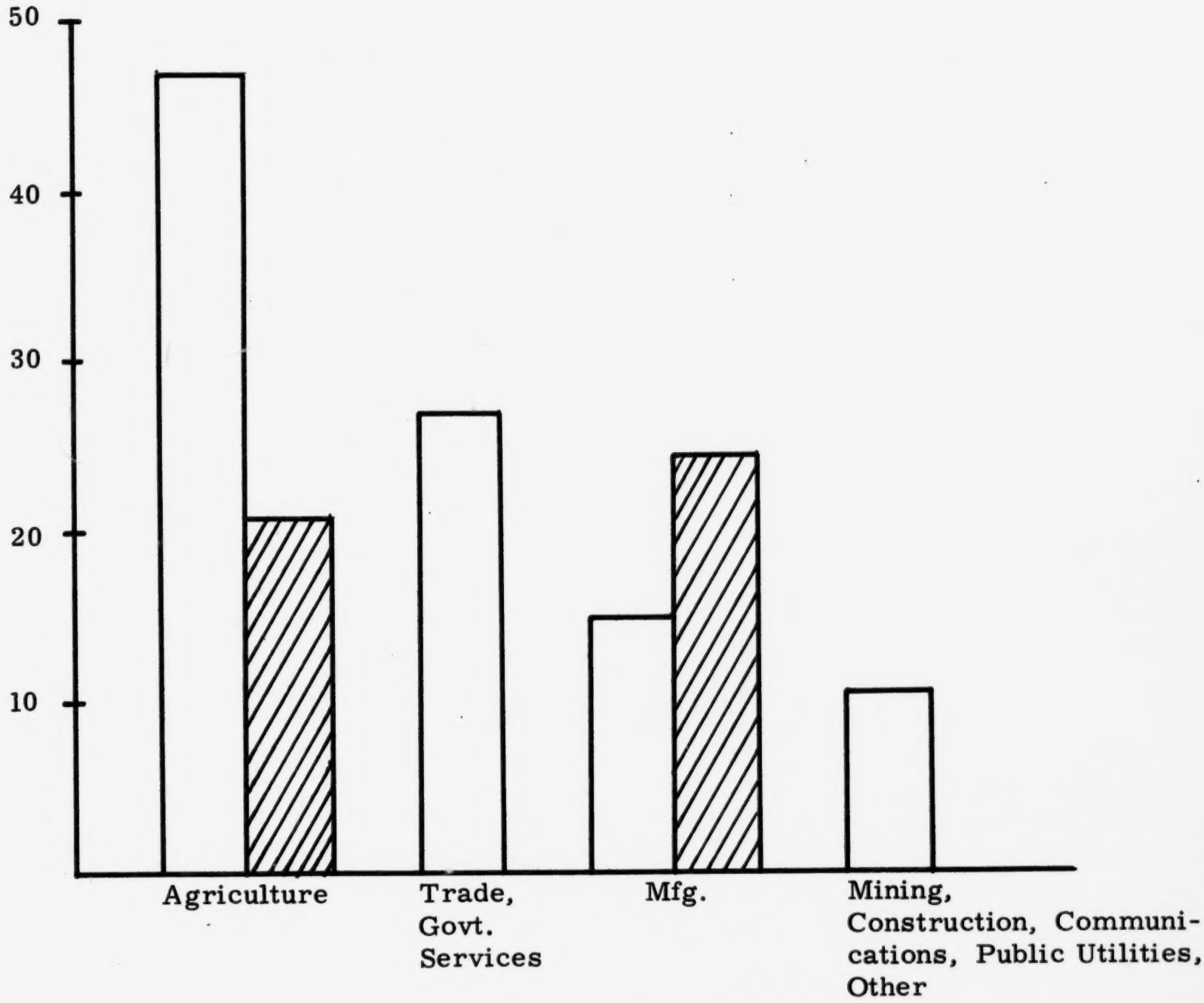


TRANSPARENCY #3

% OF LABOR FORCE

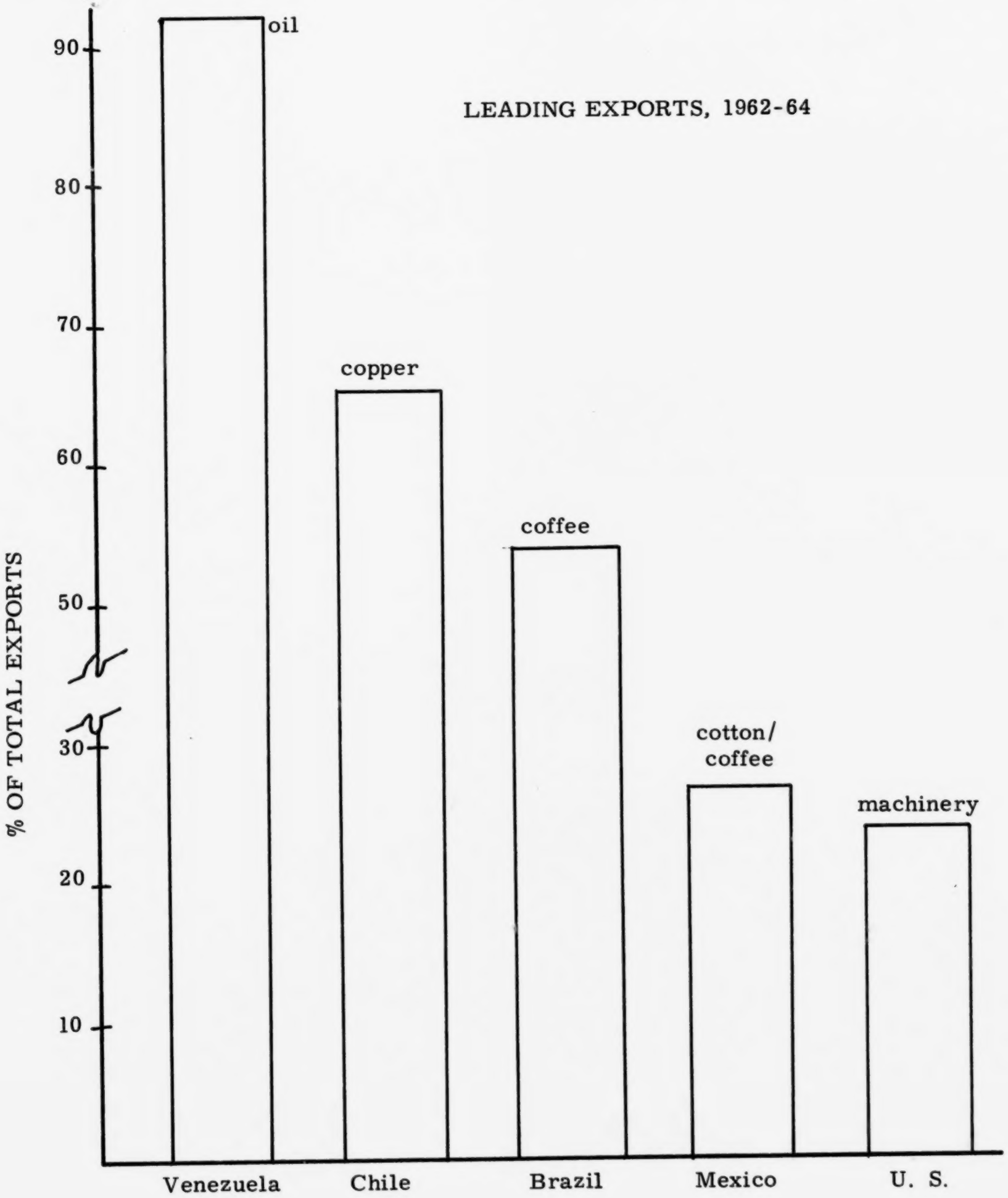
% OF GNP CONTRIBUTED

DISTRIBUTION OF LABOR FORCE, 1960



TRANSPARENCY #4

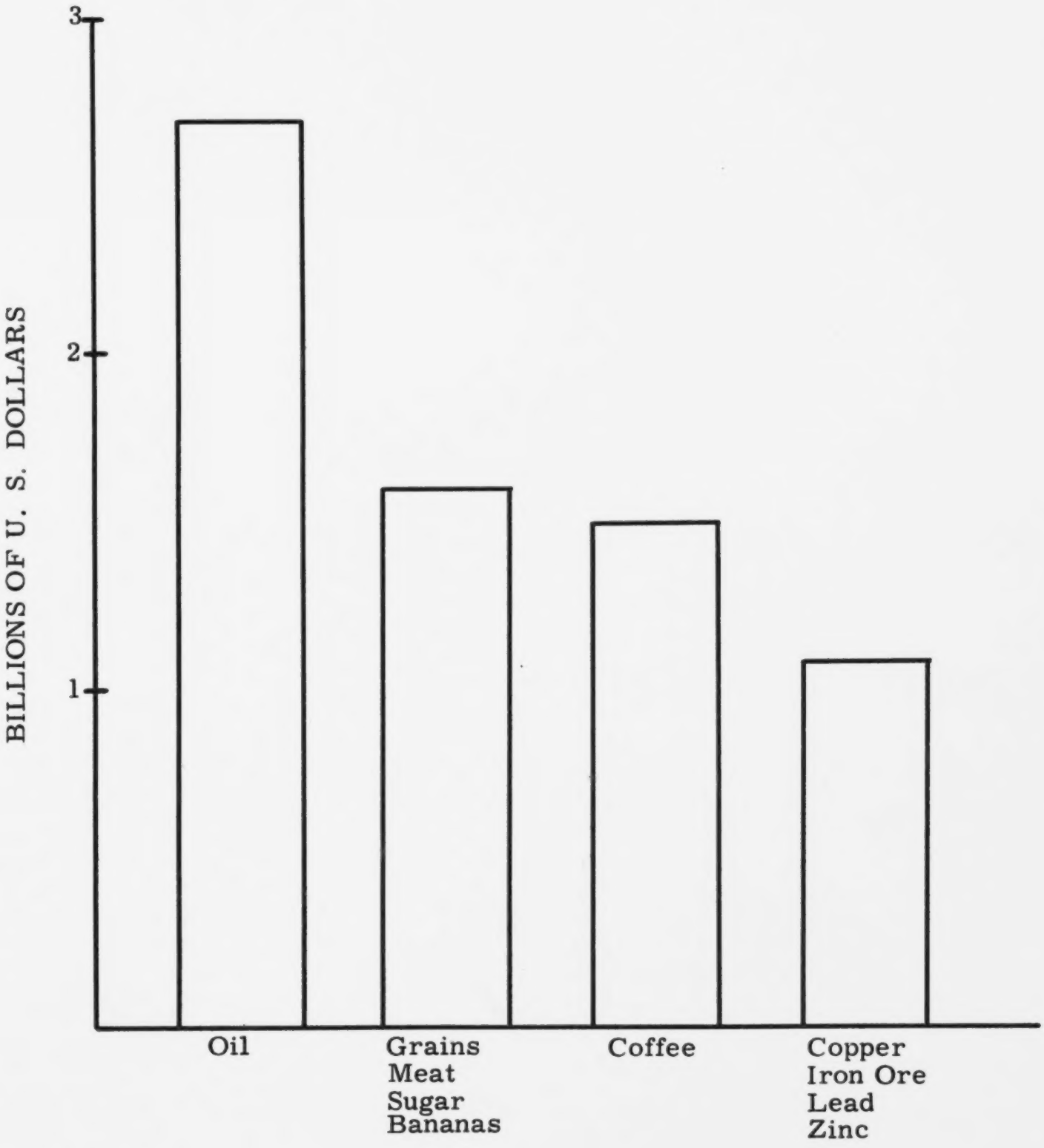
LEADING EXPORTS, 1962-64



TRANSPARENCY #5

LATIN AMERICA

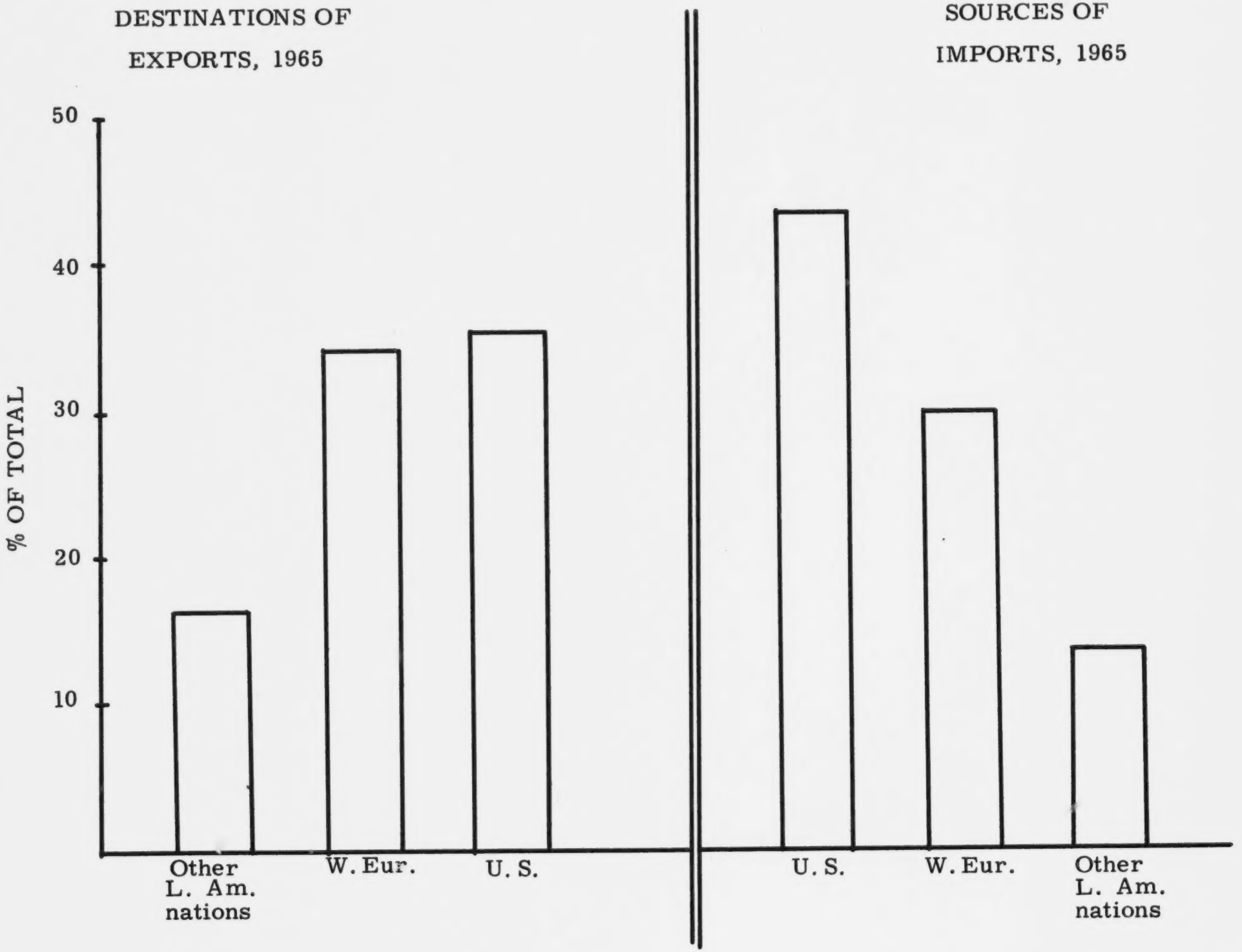
VALUE OF LEADING EXPORTS, 1965



TRANSPARENCY #6

DESTINATIONS OF EXPORTS, 1965

SOURCES OF IMPORTS, 1965

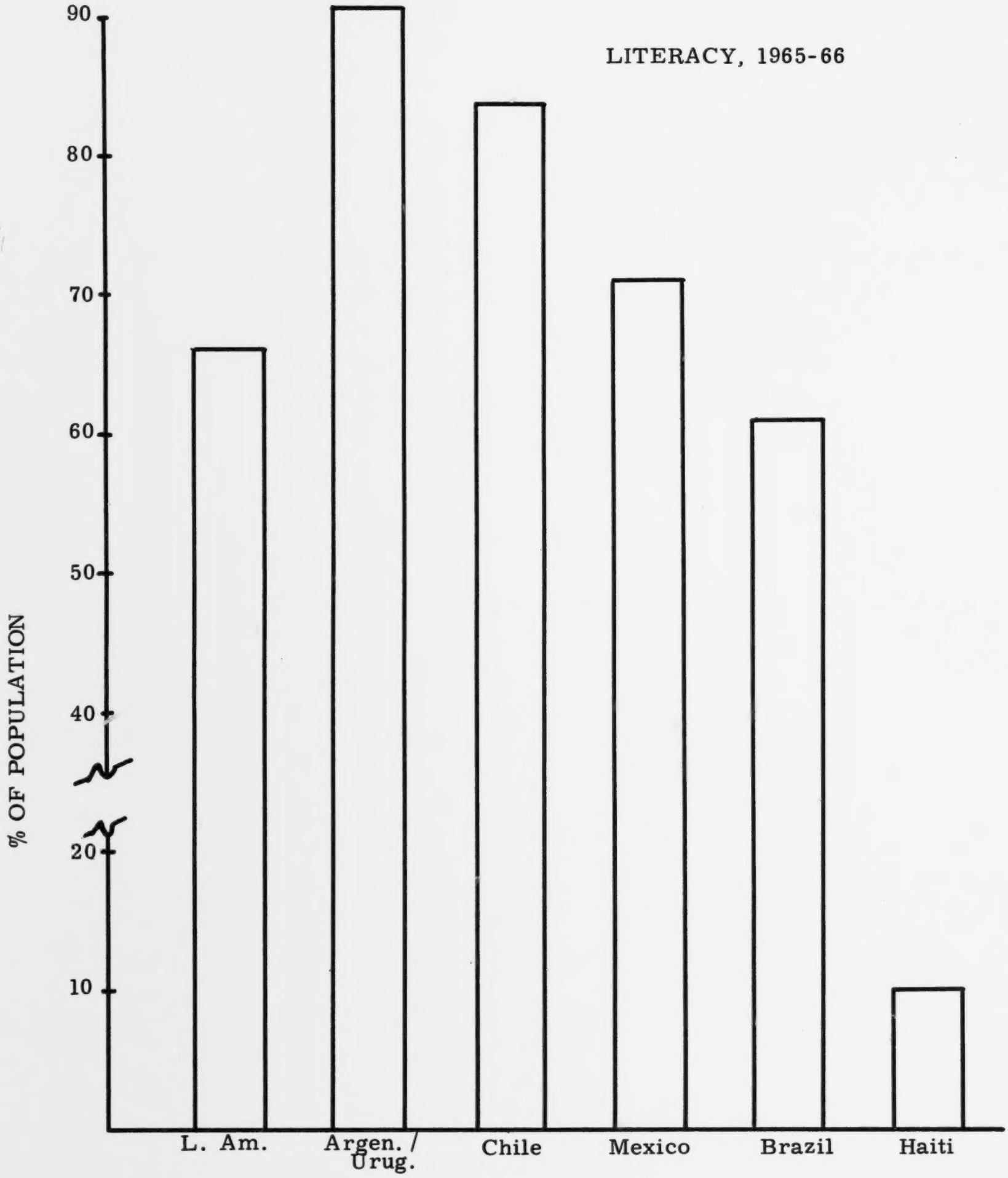


TRANSPARENCY #7

MEDICAL FACILITIES AND LIFE EXPECTANCY, 1965-66

TRANSPARENCY #8

LITERACY, 1965-66



TRANSPARENCY #9

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UNIT V CONTEMPORARY INTER-AMERICAN RELATIONS*

Senior Elective Course on Contemporary Latin America

LATIN AMERICAN CURRICULUM PROJECT
403 Sutton Hall, The University of Texas, Austin, Texas 78712
Clark C. Gill and William B. Conroy, Directors

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CONTEMPORARY INTER-AMERICAN RELATIONS

Note: The research reported herein was written pursuant to a contract with the United States Department of Health, Education and Welfare, Office of Education, Washington, D.C.

FOREWORD

This unit on Contemporary Inter-American Relations was designed to fit a senior high American History course or a senior elective course on Contemporary Latin America. If the content has been adequately covered in the American History course, the teacher may wish to substitute one of the optional units for this unit.

Examination of current instructional materials on inter-American relations reveals two deficiencies that this unit aims to alleviate: (1) superficial treatment or neglect of the developments since World War II; and (2) overemphasis on conflict. By selecting specific topics for in-depth consideration, an attempt is made to avoid superficiality. By emphasizing the OAS, the Alliance for Progress, and the settlement of the El Chamizal dispute, the unit seeks to achieve a better balance between conflict and cooperation.

Chiefly responsible for the preparation of this unit is Mrs. Catherine Cornbleth, a former teacher at McCallum High School in Austin, Texas and a member of our project staff. In 1967 she attended an NDEA Institute in Latin American History at the University of Texas for American History teachers who desired to learn more about Latin America.

Overview

Although this unit is planned for approximately two weeks, the length of time can be modified to fit the needs of a particular class. Part I provides a general overview of inter-American relations in the 20th century with an emphasis on U. S. foreign policy in Latin America. Part II and Part III focus on the period since 1945 and examine both cooperation (through the OAS and Alliance for Progress) and conflict (using Cuba, Panama, and Dominican Republic, and Mexico as examples).

Only a small fraction of the possible topics and available materials have been included in an effort to make the unit practical for the time limits and to select the most important ideas and representative illustrations. A variety of materials is recommended as almost all the topics are controversial. This unit has been designed to allow specific sections to be used independently if desired. Supplementary activities and materials are suggested for further exploration of several topics. Additional sources of information are found in Teaching About Latin America in the Secondary School, An Annotated Guide to Instructional Resources, Austin, Texas: Latin America Curriculum Project, 1967.

Content objectives are indicated for each topic as "Main Ideas." Items listed under "Materials" are provided in the Appendix to the unit or in the separate book of readings. Transparencies have been prepared as masters which can be used with an overhead projector or be duplicated for student use. The "Suggested Activities" attempt to provide opportunities for students to develop such critical thinking skills as identifying main ideas and trends, comparing points of view, making inferences from statistical data, and formulating generalizations or hypotheses. The emphasis is on teacher-guided discussion of open-ended questions. The complexity of inter-American relations defies easy answers. It is expected that not all the suggested activities and materials will be suitable for every group of students and that teachers will find sufficient flexibility to adapt them to their individual situations.

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Map of Western Hemisphere
Organization of American States
Alliance for Progress
Map of Cuba
Education: Literacy
Education: Elementary Education Completed
Education: Higher Education
Education: Government Spending on Education
Map of Canal Zone and Panama
Map of El Chamizal (w/layover)

I. Introduction

A. Why study inter-American relations?

Main Idea

Latin America and the U.S. are important to each other politically, economically, and culturally.

Materials

Map of the Western Hemisphere

Suggested Activities

Ask students for reasons why they should be interested in inter-American relations; or, why Latin America and the U.S. are important to each other; or, how they are mutually dependent.

The list might include the following items:

Geographic and cultural: natural neighbors as Mexico, border and immigration considerations, tourism, cultural exchanges including Hemisfair.

Socio-economic: U.S. private and public investment, trade, Alliance for Progress, Peace Corps.

Politico-military: international obligations as O.A.S., hemispheric defense, U.S. military installations and aid.

Suggested Activities

Show transparency map of western hemisphere to indicate the relative locations of the U.S. and Latin America and to suggest answers to the introductory questions.

Encourage a variety of responses, and list them on the board. Ask students: What support is there for your opinion? Why do you think this is true? Is it possible that contradictory opinions are both true, wholly or partially (i.e., valid for some areas or groups but not for others)?

To guide students toward organizing information in logically related categories, ask if there are relationships between or among the responses they have given. Can they be grouped into categories such as politico-military, socio-economic, or cultural?

Have students note their responses for later reference.

Assign reading, "Conflicting Views of U.S. Policy," before continuing.

Note that there are areas of cooperation and conflict of interests.

A wall-size chart illustrating the economic interdependence of the Americas may be found in: How Does the OAS Face Economic Problems? Washington, D.C.: Pan American Union.

Supplementary Activities

Read and discuss:

Blanksten, G. I., The United States' Role in Latin America. River Forest, Illinois: Laidlaw, 1966. ($0.60)

Chapter 1, "America and the Americas," pp. 2-6, explores the importance of Latin America to the U.S., mutual dependence, and diversity within Latin America.

Chapter 5, "The Colossus of the North," pp. 28-34, reviews inter-American relations. What is the basis for Latin American suspicion and hostility toward the U.S.? How did U.S. policy and Latin American attitudes change in the 1930's? What new problems have complicated inter-American relations in the period since World War II? (Consider the world-wide anti-colonial movement, revolutions of rising expectations, the cold war and communist challenges.)

B. Conflicting Views of U.S. Policy

Main Ideas

Various representative authors disagree regarding the major features of inter-American relations in the 20th century.

Both U.S. citizens and Latin Americans have been critical of U.S. policy, and their criticisms often conflict.

Materials

Reading, "Conflicting Views of U.S. Policy."

Suggested Activities

After reading the excerpts from the writings of several observers of inter-American relations, ask students to identify the main ideas of each.

Compare and contrast the authors' answers to questions such as: 1) What has been the U.S. policy toward Latin America in the 20th century? 2) What are some criticisms of this policy from U.S. and Latin American points of view? 3) What are the problems or challenges for future inter-American relations?

Is there general agreement or disagreement between student responses to the question, "Why are the U.S. and Latin America important to each other?" and the attitudes of the authors of these excerpts? Discuss, suggesting possible reasons for significant disagreement. For example, have the students

Class discussion should note: 1) U.S. policy toward Latin America.

Schneider: From 19th century paternalism to the Good Neighbor policy of the 1930's with cooperation during WW II, to collective security and the OAS established in 1948; now U.S. policy seems inconsistent largely as a result of our concern with communist threats to Latin America and the U.S.

Hanke: From concern with communism in the immediate post-war period to cooperation for socio-economic development and reform (e.g., Inter-American Development Bank, Alliance for Progress) which indicates U.S. desire to encourage prosperous democratic societies; however, the Bay of Pigs and the Dominican Republic interventions have revived long-standing Latin American Yankeephobia.

relied on stereotypes, or have they been influenced by ethnocentric attitudes? Have the authors?

Oliver: U. S. policy has been aiding communism in Latin America. We have been bullying anti-communist forces.

2) Criticisms of U. S. policy:

Schneider: The U. S. has not sufficiently recognized diversity within Latin America, and cultural differences have led to mutual misunderstandings. U. S. dominance of the Western Hemisphere has been resented and feared.

Hanke: Latin Americans feel that the U. S. has neglected Latin America (e. g., inadequate public investment and trade agreements) or, obsessed with fear of communism, the U. S. has intervened unnecessarily in Latin American affairs or approved of and aided dictators. Latin American hostility is also a result of our insensitivity to their history, culture, and desires.

Oliver: The U. S., at least, should encourage and strengthen anti-communist forces while considering the possible necessity of invasion and occupation as a defense against communism.

Tannenbaum: The U. S. should attempt to isolate undemocratic governments and aid democratic ones.

3) Problems or challenges for the future:

Schneider: Cold war tensions will increase the difficulties of inter-American relations.

Suggested Activities

What conclusions can be reached at this point, regarding inter-American relations? Students should be able to draw tentative conclusions on the basis of the information presented in the readings.

Ask students to suggest questions which should be answered in order to understand inter-American relations since World War II. Are questions suggested by the differences of opinion in the excerpts? Students should be encouraged to ask analytical questions, to decide what information they need before they can reach rational conclusions.

Hanke: Latin American dissatisfaction with the rate of development and reform and fear of unwanted involvement in cold war controversies are the major considerations. Will Latin Americans move toward revolution or gradual progress?

Oliver: The major problem is the possibility of Latin America's being taken over by the international communist conspiracy.

Tannenbaum: The major task for the U.S. is to show Latin Americans that we are for democracy.

See also: Wolfe, W., "Images of the U.S. in the Latin American Press." Journalism Quarterly, XLV, 1964, pp. 79-86.

Suggested Activities

For example:

Where, other than Cuba, is there a communist threat to Latin America or the U.S.? What is the form (e.g., an organized party, a guerrilla movement) of the communist threat? How has the U.S. justified unilateral intervention in Cuba and the Dominican Republic? What are the obstacles to socio-economic development and reform? What progress has been made in these areas? How does Latin America fit into the overall framework of U.S. policy?

An excellent source on communism in Latin America is: Poppeno, R. E., "The Appeal of Communism in Latin America," in Hanke, L., Mexico and the Caribbean. Princeton: D. Van Nostrand, 1967, pp. 168-170.

Student should realize that only selected aspects of inter-American relations will be considered in this unit. (For a more comprehensive study, see: Lieuwen, E., U. S. Policy in Latin America. New York: Praeger, 1965.

II. Regional cooperation: the Organization of American States and the Alliance for Progress

Main Ideas

Relative neglect of Latin America in over-all U.S. foreign policy has given way to increasing concern with and efforts to alleviate Latin America's socio-economic development problems as evidenced by establishment of the Alliance for Progress.

The wealth and power of the United States make regional cooperative efforts extremely delicate despite pledges of non-intervention and respect for the sovereignty of the American nations. Far from omnipotent, the U.S. cannot and should not try to direct inter-American affairs.

Although many problems remain unsolved, slowly, progress is being made toward improving inter-American cooperation and reaching Alliance for Progress goals.

The education of the people and the training of competent leaders is essential to Latin America's economic development and efforts to achieve social justice and effective representative governments.

Materials

reading, "Background: Regional Cooperation"
transparency, "Organization of American States," with Teacher's Notes
transparency, "Alliance for Progress," with Teacher's Notes
references, "The OAS and the Alliance for Progress"
supplementary reading, "Education in the U.S. and Latin America"
transparencies on education in Latin America, with Teacher's Notes

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Suggested Activities

Assign background reading before the following activities are planned.

To supplement consideration of pre-1961 U.S. policy, see the letter to President Eisenhower from Chilean students and the response of our Ambassador, noted in the Supplementary Activities at the end of this unit.

Suggested Activities

Ask students to identify the major, general goals of regional cooperative efforts and the specific organizations established for these purposes.

See also: "The Federation of University Students of San Marcos in Lima, Peru, Declares Vice-President Nixon Unwelcome," in Hanke, L South America. Princeton: D. Van Nostrand, 1967, pp. 155-158.

With the aid of the transparencies, discuss the goals and organizational framework of the OAS and Alliance for Progress.

See "Teacher's Notes" for further explanation.

Additional background information and evaluations of the Alliance may be found in the references listed in the Appendix.

The problems of cooperation and development can be illustrated by examination of one of the Alliance for Progress goals, the efforts being made to reach it, and the obstacles which have been encountered. The Alliance calls for the elimination of illiteracy, a primary education for everyone, and an increase in the facilities for secondary, technical, and higher education.

Why is education a major concern of the Alliance for Progress? Why is education important?

See "Teacher's Notes" for further explanation.

Historical background on education in the U.S. and Latin America may be found in the supplementary reading provided in the Appendix.

Additional information on educational conditions and problems in Latin America may be found in the following:

Suggested Activities

Challenges and Achievements of Education in Latin America. Washington, D. C.: Pan American Union, 1964. Cespedes, F. S., "The Contemporary Educational Scene in Latin America," pp. 42-49; Morales-Carrion, A. "The Ten-Year Education Plan Under the Alliance for Progress," pp. 62-66.

Hanke, L., South America. Princeton: D. Van Nostrand, 1967. Silvert, K. "Social Change and the University Student," pp. 158-160; Vera, O. "The Educational Situation and Requirements in Latin America," pp. 163-165.

Peterson, H. F., Latin America. New York: Macmillan, 1966, pp. 74-81.

Tannenbaum, F. Ten Keys to Latin America. New York: Vintage, 1962, pp. 95-111.

With the aid of the transparencies, consider the dimensions of the task of improving educational opportunities in Latin America. On the basis of the information presented, what are Latin America's present educational needs?

The statistical information used in these charts and graphs has been taken from a variety of sources, and figures have been rounded off in order to simplify the presentation. All the statistics should be considered as approximations useful for comparison rather than absolute values.

How does Latin America's rapidly growing population affect her educational needs?

Do Latin American governments have the resources and willingness to meet their people's educational needs?

Consider: funds and administrative skills; opposition from the Church and upper classes; the traditional emphasis on non-technical and non-scientific learning.

Suggested Activities

Are more physical facilities and teachers, assuming both could be provided, a sufficient solution to Latin America's educational needs?

Is literacy enough?

What can the Alliance do? How relevant is the U.S. experience to Latin America's problems? Do we have answers? Do we have any similar problems? Students might be asked to locate educational data for the U.S. or their community.

What remains to be done? How would you do it? With Latin America's vast needs and limited resources, what priorities would you set? Why?

What, in your opinion, is the direction of regional cooperation at this time?

Suggest the complicating factors of lack of motivation, language and cultural differences.

Point out the need for people with technical skills. In the U.S. a high school education is considered to be a necessary minimum.

Between 1962 and 1967, U.S. aided projects under the Alliance for Progress built approximately 17,000 classrooms and trained approximately 142,300 teachers. In addition, there have been numerous conferences and considerable exchange of information, teachers, and students.

III. Conflict of Interests

A. Cuba, Castro, and the U.S.

Main Ideas

Castro's revolution should be viewed against the background of Cuba's past experiences and in the context of a world-wide movement toward greater national consciousness and "revolutions of rising expectations."

Castro's revolution has changed direction since its beginning in 1956; as an aggressive communist nation, Cuba is a threat to the security and stability of the Western Hemisphere.

The U.S. has only partially succeeded in achieving its foreign policy objectives with respect to Castro's Cuba.

Materials

reading, "Background to the Castro Revolution"
transparency or handout, "Stages of the Castro Revolution," with teacher's notes
map of Cuba
reading, "Cuba," from the State Department White Paper
bibliography, "Cuba: References"

Suggested Activities

Assign the first reading, "Background to the Castro Revolution," before these activities are planned.

Ask students to identify the major trends in Cuba's history which are stated or implied in the reading.

Encourage a variety of responses, and list them on the board.

A list of major trends should include: foreign domination, politically and economically; personal rule or dictatorship and revolution; corruption and non-progressive government; extreme social stratification with exploitation of the lower classes.

Ask students to formulate two or three generalizations from their responses, regarding Cuba's history prior to the Castro revolution.

If students disagree, ask them to point out specific passages in the reading to support their position -- or to refer to other sources of information.

For example: Vested interests, both Cuban and foreign, are likely to oppose reform and thus encourage revolutionary movements. Traditions of personal rule (dictatorshop), despite a constitutional framework, and generally conservative government are formidable obstacles to the establishment of a representative government able and willing to undertake liberal reforms. Economic domination (or exploitation) by foreign business interests and a native elite is likely to be a major target of reform or revolutionary movements.

Using the transparency (or ditto handout), "Stages of the Castro Revolution," explain the major events, and ask students to note that both continuity and change characterize revolution.

See "Teacher's notes to accompany transparency" for further explanation.

It may be most effective to prepare student handouts (on which additional information can be noted by the students) and use an identical transparency for reference and clarity.

Discuss aspects of continuity and change noted by the students. Students might be encouraged to organize their ideas, considering political, economic, and social factors of continuity and change.

Continuity may be seen in the continuation of a dictatorial form of government. Both Castro and Batista are dictators although they use their power for different purposes. Political and personal freedoms are still lacking. Castro's revolution, as the Cuban war for independence in the 1890's, was organized abroad, and fighting began in the Sierra Maestra, eventually wearing down the previous government. Economic stagnation also continues as Cuba remains dependent upon sugar, and industrialization efforts have been relatively unsuccessful. Land reform has meant state collective farms resembling the previous estates rather than individual holdings. Foreign domination

continues with Cuba dependent upon and influenced by the Soviet Union, and to a lesser extent Red China and the U. S. Castro can try to use one against the others in order to act more independently than was possible prior to 1961 when the U. S. exercised the major influence on Cuba's policies. The presence of three interested parties is also a source of conflict among the competing powers. Finally, Cuba's continued dependence on outside aid is evidenced by economic arrangements with the Soviet Union.

Changes within Cuba include the nationalization of foreign and domestic properties, the leveling of social class distinctions, (in part a result of mass emigration), and the improvements in education and medical facilities. Cuba has become a threat to the U. S. and other Latin American nations as the Soviet Union exerts significant influence, and Castro attempts to export revolution.

Using the handout, "Cuba," ask students to point out the changes in the direction of the Cuban revolution and their implications for U. S. policy. Identify the official U. S. position on Castro's Cuba.

The Castro revolution began in opposition to (Batista's) tyranny with promises of democracy and socio-economic reform. Since 1959, it has become an aggressive, communist dictatorship attempting to spread its ideology by means of propaganda and guerrilla warfare.

An aggressive Cuba is a threat to the U. S. interests and thus more attention must be paid to Cuba than previously. Increased attention must also go to other Latin American nations, especially those vulnerable to Castro's brand of revolution. At the same time,

Present the following questions to the students, and suggest that they refer to earlier reading and notes in considering their answers.

1. What problems for U.S. foreign policy have been presented by Castro's Cuba?

2. Would these problems exist if Castro had not adopted communism and established ties with other communist nations?

Use the transparency map to indicate Cuba's location in relation to other Latin American nations and the U.S.

Students may be given time to work in class, individually or in groups -- or a combination of individual and group work may be desirable. When the students or groups have developed their answers, the entire class should discuss them.

After students have identified the problems for American foreign policy presented by Castro's Cuba, ask them to consider possible

the U.S. must recognize Latin American attitudes toward Castro and a negative, anti-communist U.S. policy.

The official U.S. position is that Castro's Cuba poses a threat to other Latin American nations and the U.S., and this threat must be isolated or contained. (The 1961 attempt to overthrow Castro was unsuccessful and direct intervention appears to have been abandoned.)

According to George Pendle in his History of Latin America, modern revolutions in Latin America are symptoms of or reactions against a broad movement toward economic independence and social justice. Foreign ownership of public utilities and industrial monopolies have come to be seen as indignities, not contributions to economic advancement. Anti-U.S. sentiment is natural, according to Frank Tannenbaum in Ten Keys to Latin America, and is in large measure jealousy of our wealth and power. For some Latin American intellectuals, turning to communism is a means of defying the U.S. Castro apparently felt it necessary to eliminate everything associated with the U.S. as an expression of Cuban nationalism and a method of consolidating support. (However, he has not been able to completely erase the U.S. presence by his expropriation policies or his collaboration with the Soviet Union and China as shown in the 1962 missile crisis.) If the U.S. had followed a positive policy of supporting democracy, Tannenbaum continues, Castro would not be in his present position; if we had opposed Batista, we would

U.S. responses and their likely consequences (e.g., full-scale intervention, non-recognition and isolation, acceptance and aid). What actions has the U.S. taken? At what costs? With what results?

not be associated with tyranny.

Refer to discussion of changes in the direction of Castro's revolution and the implications for U.S. policy.

The students should realize that any revolution would have been likely to produce problems with respect to recognition and nationalization or expropriation of foreign properties. (Reference might be made to the Mexican Revolution and the "crisis" over American oil properties.)

Reference to the introductory readings and discussion may provide some answers. A brief summary of U.S. actions follows. The U.S. recognized Castro's government in 1959, cancelled economic agreements in 1960, broke diplomatic relations in January, 1961, unsuccessfully sponsored an invasion in April 1961, worked for Cuba's expulsion from the OAS in January, 1962, won the removal of Soviet missiles in October, 1962, but has been unsuccessful in enforcing a diplomatic and economic boycott of Cuba, eliminating Castro's influence in other Latin American nations, or encouraging Castro to moderate his position. Increased aid has been provided to Latin American nations as, for example, through Alliance for Progress in an attempt to promote peaceful change. Fear of communist expansion was a major factor in U.S. intervention in the Dominican Republic in 1965.

On the basis of our past experience, what policies do you suggest for future U.S. - Cuban and U.S. - Latin American relations?

Ask students to consider the nature of the threat posed by Castro's Cuba. Is it political, military, economic, ideological, or some combination? What policies would best meet these threats? What might be the effects of Castro's disagreements with Moscow and Peking on his "threat potential"?

What general conclusions might be formulated with regard to inter-American relations on the basis of U.S. - Cuban experiences? Ask for specific evidence to support tentative generalizations. Encourage students to challenge each other's conclusions. Emphasize the tentative nature of the proposed generalizations and hypotheses. Note agreed-upon generalizations or hypotheses for further discussion at the end of this unit.

For example: The U.S. is very powerful and can influence events in Latin America, but the U.S. is not omnipotent and cannot direct Latin American internal affairs or foreign policy. (We succeeded in our objectives in the 1962 missile crisis but not in the 1961 Bay of Pigs invasion.)

Anti-American sentiment and nationalism are effectively exploited by Latin American leftists and communists to gain support for their other objectives. (Castro's expropriation of foreign properties both defied U.S. claims and brought industries and land under state control.)

Non-communist dictatorships may successfully gain U.S. aid because of our preoccupation with the Cold War, thus putting the U.S. in the position of opposing reform and indirectly encouraging revolution. (The U.S. aided Batista until March 1958.)

B. El Chamizal: conflict resolved

Main Ideas

Settlement of the Chamizal dispute indicates that meaningful agreements between the U.S. and Latin American nations can be reached, and that further improvements in inter-American relations are possible if the nations involved sincerely desire them.

Materials

map of U.S. - Mexico border, disputed area, and settlement

Suggested Activities

Using the transparency, show the disputed area.

The Rio Grande has been the boundary between Texas and Mexico since 1848 following the Mexican War. In the mid-1800's the river's course shifted southward at El Paso putting 600 acres of formerly Mexican territory in Texas. Mexico claimed the land but the U.S. stated that the Rio Grande was the boundary, regardless of its movement.

A century of "negotiation and recrimination" followed. In 1911, the dispute was submitted to international arbitration, but the U.S. rejected the decision which favored Mexico's claim. Texans continued to build homes and businesses in the area while Mexico cried "Yanqui imperialism."

El Chamizal, near downtown El Paso between El Paso and Ciudad Juárez, is an area of shops, run-down houses, stockyards, and small factories. After his trip to Mexico, President Kennedy decided to settle the long standing dispute. This action may be viewed as part of his general efforts to improve

Why do you suppose the dispute continued? Why did both sides appear unwilling to compromise? Do you agree with the opinion that the Chamizal dispute was "more a question of national pride than real estate"? Why do you suppose agreement was reached in 1963?

inter-American relations.

Using the overlay, indicate the new U.S. - Mexico boundary.

After several months of negotiation, formal agreement was reached in August 1963. Approximately 600 acres were ceded to Mexico in return for 193 acres of Cordova Island, a largely uninhabited Mexican area on the El Paso side of the river. The U.S. will reimburse its property owners and relocate the 3,750 residents of Chamizal. The U.S. and Mexico will split the cost of a new concrete channel "to prevent further disputes over the wandering Rio Grande" and six new bridges.

What, in your opinion, is the significance of the settlement of the Chamizal dispute?

According to Mexico's leading newspaper, El Excelsior, Chamizal represents "the greatest diplomatic triumph in Mexican history." Salvador Mendoza, a professor at the Law School of the National University of Mexico, writing in Excelsior, concludes "El Chamizal, symbol of friendship and justice affirms and consolidates the relations between Mexico and the U.S. and it is beyond the shadow of a doubt the most outstanding diplomatic gesture of the century."

For an analysis of the dispute and settlement from a Mexican point of view, see Mendoza, Salvador, "El Meto y la Mistica de El Chamizal," Excelsior, Mexico, D.F., May 29, 1963. (available in pamphlet form from Editorial Periodística e Impresora de Mexico, S.A., 1963)

For further information and the texts of relevant speeches and documents, see the

Department of State Bulletin, Vol. 49, August 5, 1963, pp. 199-204; Vol. 49, September 23, 1963, pp. 480-484; Vol. 50, January 13, 1964, pp. 49-51; Vol. 51, October 19, 1964, pp. 545-549.

C. Panama and the Panama Canal

Main Ideas

The focus of U.S. - Panama relations is the Panama Canal; increasing Panamanian resentment of U.S. sovereignty over the Canal Zone is a major source of friction between Panama and the U.S.

Anti - U.S. sentiments in Panama and possible threats to the security of the Canal make U.S. - Panama relations extremely delicate and of great interest to other Latin American nations.

Consideration is being given to the construction of a new canal, less vulnerable to attack, to handle the increasing volume of trade and larger ships.

Materials

map of Panama and the Panama Canal
reading, "Background: the U.S., Panama, and the Canal"
readings and discussion questions, "Issues and Opinions"

Suggested Activities

Assign the "Background" reading before discussion of the other readings and questions is planned.

A brief quiz might determine how well prepared students are to consider the "issues" presented in the readings and discussion questions. Students should be familiar with the terms of the 1903, 1936, and 1955 treaties, the current state of the U.S. - Panama relations, and the alternatives for modernizing canal facilities.

Suggested Activities

Using the transparency map, point out the location of the Canal, the major cities (Panama City and Colon), and their relation to other points in Latin America. The map of the We stern Hemisphere (used in the introductory section) might also be valuable here. Possible alternative canal routes might be pointed out.

Discuss the readings and questions presented together in the Appendix. The questions are intended to identify main ideas and issues indicate conflicting points of view, and enable students to reach their own conclusions after considering the evidence. Again, reference might be made to the introductory readings on inter-American relations in an attempt to place U. S. - Panama relations in a broader framework.

For addional information, see: Kent, F. B. (Los Angeles Times) "Colombia to Build New Canal," Austin Statesman, July 4, 1968.

Some culminating activities are: 1) ask students to outline a treaty which they think would satisfy the best interests of the U. S. and Panama; 2) hold mock negotiations between U. S. and Panamanian "representatives," and perhaps hold a "press conference" midway in the negotiations and have the representatives face questions from other class members; or 3) hold a mock congressional debate to consider one of the treaties proposed by the students.

D. Dominican Crisis 1965

Main Ideas

Although the U. S. repudiated intervention in the 1930's, this nation cannot avoid influencing Latin American affairs either directly or indirectly by our presence, our wealth, and/or our world position.

The Cold War, with its threat of communist expansion (through subversion or aggression), has complicated the U. S. position with respect to promises of non-intervention.

In 1961 and 1965 the United States acted unilaterally, intervening in Cuba (unsuccessfully, to overthrow Castro) and the Dominican Republic (to prevent a possible communist takeover), and as a result faced serious criticism both at home and abroad.

The Dominican crisis illustrates the difficulty of achieving social reform, economic development, and political stability in a country with a conservative, authoritarian tradition.

Materials

readings, "Background to Crisis," "State Department Summary," "Opinions on the Dominican Crisis," "Implications for Future Inter-American Relations" bibliography, "Dominican Crisis: References"

Suggested Activities

The 1965 Dominican "civil war" is the focus of this section which is organized similarly to the one for Panama with a variety of readings and discussion questions. Consideration of events in the Dominican Republic since 1961 and the U.S. role will provide opportunities to summarize experiences and alternatives in contemporary inter-American relations as well as to view and evaluate intervention as an aspect of the United States' Latin American policy. Because of the relative recency of the Dominican crisis,

its very controversial nature, and the opinion of several observers that the basic crisis has not yet been resolved, no attempt has been made to suggest definitive answers to the questions posed. The complexity of the Dominican situation should be emphasized although only a few issues might be selected for class study.

Assign "Background to Crisis" before the following activities are planned.

Ask students to identify the major problems with which the Dominican Republic has to cope (e.g., absence of democratic political experience, economic development, polarization of society). What role had the U.S. played in Dominican affairs prior to 1961?

Indicate the complexity of the 1965 crisis by presenting questions such as:

1) What was the nature of the 1965 crisis? (Was the crisis a communist threat, internal political instability, or something else?)

2) Is communism in Latin America a threat to the U.S.?

3) Was unilateral U.S. military intervention the most desirable choice of action? (Are there effective alternatives to unilateral U.S. intervention? Could the OAS or UN have taken the "necessary" steps to deal with this crisis?)

4) Did intervention accomplish its apparent purposes such as stopping a communist take-over, providing peace and stability, democratic

A list of general references for the Dominican Republic is provided in the Appendix.

Consider the difference between a direct threat to U.S. security and threats to U.S. national interest.

Reference might be made to the previous discussion of Cuba. For additional information, see Lieuwen, E., U.S. Policy in Latin America. New York: Praeger, 1965, pp. 107-110.

Consider both short and long-run effects.

government and socio-economic progress?	
5) Did the U.S. support right-wing military leaders against leftist rebels promising democracy and social reform? (Does the U.S. tend to support dictatorship, because we fear communist expansion, and thus help to maintain an unjust status quo?	
6) Did U.S. action arouse anti-Yankee sentiment which cost support for our policies in the Dominican Republic and Latin America and thus indirectly aid the communists?	
7) What are some of the problems facing the U.S. in its dealings with smaller, weaker nations and various ethnic groups?	
8) Can the OAS be made more effective in order that unilateral U.S. action will not be considered in the future?	Reference might be made to previous discussion of the OAS.
Assign reading of the "State Department Summary," and ask students to answer the introductory questions on the basis of the information given.	
Assign reading of "Opinions on the Dominican Crisis." What major differences are there among the authors quoted? Between any of the authors and the State Department? What biases might be expected of these sources? Do the answers to the introductory questions require revision on the basis of new evidence?	The difficulties facing our foreign policy makers in assimilating sometimes conflicting or imcomplete reports might be noted.

Suggested Activities

After consideration of the several aspects of the Dominican crisis, attention might focus on intervention as a feature of U.S. policy. Reference could be made to earlier U.S. policy such as the Roosevelt Corollary and/or the current idea of the U.S. as a world policeman.

For additional information see:
Schneider, R. M., Latin American Panorama. New York: Foreign Policy Assn., 1966, pp. 34-42.
Hanke, L., South America. Princeton: D. Van Nostrand, 1967, pp. 132-138.

Assign "Implications for Future Inter-American Relations." Note common problems facing the U.S. and Latin America, problems facing the U.S. in its relations with Latin American nations, and the available alternatives for U.S. policy.

Review the introductory readings and student answers to the question of the interdependence or mutual importance of the U.S. and Latin America.

For additional information see:
Quigg, P. W., "Advice for the U.S.," in Hanke, L., Mexico and the Caribbean. Princeton: D. Van Nostrand, 1967, pp. 147-150.

What problems or areas of conflict exist in contemporary inter-American relations? What steps have been taken to improve relations for mutual benefits? What remains to be done? Realizing that there are no simple answers to complex problems, what practical suggestions might be made for more successful inter-American relations. Consider specific goals and the means by which they might be achieved.

Supplementary Activities

"The U.S. and Latin America," in Stavrianos, L.S. et al., Readings in World History. Boston: Allyn and Bacon, 1967, pp. 448-453.

The letter to President Eisenhower from the Chilean students was written before the announcement of the Alliance for Progress in March 1961 and the Bay of Pigs invasion in April 1961 as was the response from the U.S. Ambassador to Chile.

What aspects of U.S. policy toward Latin America are praised by the Chilean students? What aspects of U.S. policy are criticized by the students?

How does the U.S. Ambassador to Chile respond to the students' criticism?

Are the students' objections to U.S. policy toward Latin America valid today? Write a letter to the Chilean students in which you respond to their praise and criticism, taking into consideration events since 1961.

"Sumner Welles, A Memorandum on Inter-American Relations, 1933," in Hanke, L., Mexico and the Caribbean. Princeton: D. Van Nostrand, 1967, pp. 140-141.

Consider this advice to President Roosevelt in light of events since 1933 and the present state of inter-American relations. How appropriate are Welles' suggestions today?

APPENDIX

Teacher's Notes to Accompany Organization of American States Transparency

The Inter-American Conference meets every five years (proposed revisions of the OAS charter recommend annual meetings) to determine OAS policies and functions of the various administrative agencies.

The Council is the permanent executive body of the OAS which carries out policies and administers activities. It often has considerable authority in emergency situations. Each member of the OAS appoints an Ambassador to the Council.

The Pan American Union is the general secretariat of the OAS. Among its many responsibilities is publication of OAS materials including the monthly magazine, Américas.

Meetings of Consultation of Ministers of Foreign Affairs are called to deal with emergencies, generally threats to hemispheric security.

Specialized Conferences deal with specific technical matters while the Specialized Organizations are separate governmental bodies established to carry out specific functions of common interest such as the Pan American Health Organization.

Until recently the Inter-American Economic and Social Council received major emphasis as concern focused on economic development. Since 1967, however, additional emphasis has been placed on education, scientific, and technological advances, and reorganization of the Inter-American Cultural Council has been proposed to reflect this growing concern.

As a regional organization, the OAS acts independently of the UN except in matters relating to maintaining peace and the peaceful settlement of disputes. However, there is close cooperation between the two in areas such as public health. The effectiveness of the OAS in providing for hemispheric defense both from subversion and attack has been questioned. Proposals to establish a standing military force have been rejected. (The section on the Dominican Republic will consider the OAS in terms of its role in hemispheric defense.)

Teacher's Notes to Accompany Alliance for Progress Transparency

The Inter-American Committee on the Alliance for Progress (CIAP) is the major agency of the Alliance, responsible for coordinating and directing policy and subject to decisions of the (OAS) Inter-American Economic and Social Council which reviews progress toward Alliance development goals. The (OAS) Inter-American Cultural Council will be playing a greater role in Alliance efforts in the areas of education, science, technology, and culture.

The Inter-American Development Bank (IDB) is the major regional lending and technical assistance agency, while the UN Economic Commission for Latin America (ECLA) is primarily concerned with promoting the economic integration of Latin America (i.e., establishment of common markets such as the Latin American Free Trade Association and the Central American Common Market).

The Alliance for Progress is not merely a U.S. foreign aid program. It is a multilateral, cooperative effort with Latin American nations supplying most of the funds for development projects. The need for change is urgent, but no quick or easy solutions to Latin America's development problems are visible. There is strong resistance to change from vested interest groups, and no amount of U.S. aid can solve Latin America's "crisis." The Alliance is trying to encourage long-range planning and recognition of the inter-relatedness of Latin America's problems.

Teacher's Notes to Accompany Stages of the Castro Revolution

1956-1959

Castro's movement was not a typical communist revolution. His supporters came largely from the non-communist urban middle-class, students, and intellectuals while the peasantry was generally apathetic and the working class uninvolved. Basic reforms were promised and expected; there was little evidence that Castro was heading toward communism. Other groups also actively opposed Batista.

Batista helped to defeat himself with a counter-terror campaign which triggered an army revolt. The U. S. aided Batista until March, 1958, then accepted but was suspicious of Castro. Castro became a national hero and gained wide popular support.

1959

January-February. Castro does not begin to fulfill his earlier promises of political reform. Although many Americans sympathized with Castro's stated aims, U. S. - Cuban relations deteriorated early under Castro's rule.

June. State collective farms are established. Castro feels that Cuban freedom requires economic independence from the U. S. and that Cuban capitalists were so closely associated with U. S. interests that capitalism must also be eliminated.

A large group, composed primarily of professional and middle-class people, begins to leave Cuba as the revolution moves under Soviet guidance. This mass emigration changes the structure of Cuban society and eliminates much of Castro's opposition. When Castro adopted communism is less important than the belief of most of his supporters that their revolution would bring political, economic, and social reforms to Cuba within a democratic framework.

1960

Those who do not believe that Castro was a communist from the beginning (at least in 1956) feel that conservative and moderate opposition to his reforms and increasing U. S. hostility toward his agrarian reforms and nationalization policies pushed him toward the left and the Soviet Union. Denied U. S. markets, Castro sought trade agreements with the Soviet Union.

1961

April. Much speculation and bitterness surrounds the CIA directed, unsuccessful, and embarrassing effort to liberate Cuba. Little support for our efforts was offered by other Latin American nations many of which admired Castro's willingness to experiment with extreme solutions and his successful defiance of the U.S. This early enthusiasm has largely faded as Castro's dependence on the Soviet Union and his sponsoring of guerrilla activities elsewhere in Latin America has become clear. However, there is little support for another U.S. intervention in Cuba. Tension between the U.S. and Cuba increases.

1962.

October. The Soviet military buildup in Cuba, including missile bases, threatened the security of Latin America and the U.S. Of the various alternatives (e.g., invasion, attacking the bases, inaction), President Kennedy chose a quarantine and demanded the removal of the missiles in return for a U.S. promise not to invade Cuba. Under firm presidential leadership, the U.S. demonstrated its determination to resist communist advances. At the same time, we indicated our willingness to negotiate specific disputes and face challenges realistically. Although several Latin American governments (e.g., Mexico) view Castro as a nationalist revolutionary rather than a militant communist, there is now greater Latin American support for the U.S. policy of isolating Cuba.

since 1963

Castro is in control of the most "state directed" communist nation. The Cuban economy appears to be stagnating although Castro promises great advances by 1970. There are greater opportunities for the lower classes, significant advances have been made in education (with an ideological emphasis), the Church survives, the position of women and non-whites has risen, corruption and gangsterism are under control. Freedom of expression (e.g., speech, press, assembly, religion) is not tolerated. Discontent or disillusionment with Castrosim may be increasing. There is evidence of dissension with the Cuban Communist Party as pro-Moscow individuals feel that Castro's present policies may be disastrous. The decisions of the Latin American Solidarity Organization (OLAS) meeting in Havana, August 1967, emphasizing armed struggle and guerrilla warfare, appear to have lost supporters for Castro. Several Latin American Communist parties have publically stated their preference for the Moscow rather than the Havana position.

Castro is committed to communism, allied with the Soviet Union (his denunciation of China in January 1966, means greater dependence on the Soviet Union), and advocating wars of liberation throughout Latin America. He appears unalterably hos[illegible]to the U.S.

American policy is to isolate Cuba by means of economic and diplomatic sanctions, especially from the rest of Latin America.

An educated population is essential for the successful operation of representative governments and for socio-economic development. One of the widest gaps between Latin American and developed nations is in the area of education, and this gap may be increasing. In addition to providing greater opportunities for education, the quality of education requires improvement and new emphases. For example, in 1965 two-thirds of Latin America's 71,000 university graduates earned their degrees in law, philosophy, and other academic rather than technical fields. Most secondary schools are traditionally academic, and most high school graduates are unskilled, prepared for little other than government clerical jobs. Some observers feel that changing the "fundamentals of a highly inequitable system of education" is more important than expanding physical facilities. The "dropout effect" tends to maintain urban-rural and socio-economic differences.

At the 1967 Punta del Este meeting of the American Chiefs of State (OAS), education was given high priority, and recognizing the importance of education in the overall development of Latin America, a 1968 meeting of the (OAS) Inter-American Cultural Council proposed reorganization and assumption of major responsibilities for Alliance educational programs.

1. Literacy.

In addition to the low literacy rates, students should recognize the great variation among Latin American nations as illustrated by the extreme examples of Argentina and Haiti. There are also significant differences among regions within a single nation. Further, literacy rates for younger persons (20-25) are higher than those for older persons (60-65).

2. Elementary Education Completed

Some of the difficulties in using statistics might be noted here. For example, between 1950 and 1960, the percent of Honduras' population completing elementary school doubled, but the 1960 figure is less than two percent. Also, the small percentage of the population completing elementary education in most Latin American nations throws some doubt on the validity of the literacy figures presented in the first transparency. If the U.N.'s definition of literacy, the equivalent of a 4th or 5th grade education is used, the literacy rate for Latin America would probably be much lower.

3. Higher Education

Students should recognize the need for more highly trained personnel: teachers for secondary and primary schools; qualified leaders and administrators in government and business.

4. Government Spending for Education

It should be noted that total expenditures are difficult to determine since public funds come from several sources, especially in the U.S. This may be less true in Latin America where public education is considered a national rather than a local matter. Also, spending is per capita for the population as a whole, not per student. The interrelatedness of development problems should be stressed here. Poor nations need trained leaders but may not be able to afford the vast improvements in education necessary for development; without an educated population and skilled personnel, they are likely to remain poor. Between 1955 and 1962, public spending for education in Latin America tripled. However, although twenty percent of Mexico's central government budget goes for education, the central government only spends $6 per capita.

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A free catalogue of Pan American Union publications may be obtained from: Sales and Promotion Division, Office of Publication Services, Pan American Union, Washington, D.C., 20006.

Cuba: References

Much has been written about Castro and his revolution, and many authors have attempted to substantiate their preconceived notions rather than present a balanced account. Perhaps the subject is too emotional and too close for objective appraisal. A variety of viewpoints is found in the books cited here, and an attempt has been made to indicate the point of view of the authors. For further discussion of the literature on Cuba, see Hanke, L., Mexico and the Caribbean. Princeton: D. Van Nostrand, 1967, pp. 37-40. Most of these books are appropriate for the able student.

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Castro, F., "The Purpose of the Revolution in Cuba," from Castro's 1960 address before the UN General Assembly, in Hanke, L., Mexico and the Caribbean. Princeton: D. Van Nostrand, 1967, pp. 196-199.

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The Cuban Crisis: A Documentary Record. New York: Foreign Policy Association, 1963.

Draper, T., Castro's Revolution, Myths and Realities. New York: Praeger, 1962. (takes the view that Castro betrayed his liberal, democratic supporters)

Draper, T., Castroism, Theory and Practice. New York: Praeger, 1965. (According to Lewis Hanke, "Theodore Draper's articles and books have provided careful analysis of Castro's ideology and actions by a writer thoroughly familiar with the history of communism...")

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May, E.R., The American Foreign Policy. New York: Braziller, 1963.

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Seers, D., et al, Cuba: The Revolution Within. Chapel Hill: University of North Carolina Press, 1964.

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Thomas, H., "The Origin of the Cuban Revolution," in Hanke, L., Mexico and the Caribbean. Princeton, D. Van Nostrand, 1967, pp. 200-208.

U.S. Policy Toward Cuba. Department of State Publication 7690. Washington: Government Printing Office, 1964.

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Williams, W.A., The U.S., Cuba, and Castro. An Essay on the Dynamics of Revolution and the Dissolution of Empire. New York: Monthly Review Press, 1962.

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Encounter, July 1963 and August 1964. (published in London, contains controversial articles and replies)

Gil, F.G., "Antecedents of the Cuban Revolution," The Centennial Review, VI, 1962.

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Bosch, J., The Unfinished Experiment: Democracy in the Dominican Republic. New York: Praeger, 1964.

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Committee on Foreign Relations, U.S. Senate, Background Information Relating to the Dominican Republic. Washington, D.C.: U.S. Government Printing Office, July 1965.

Congressional Record - Senate. Friday, October 22. 1965 (Vol. III, No. 198-Part 2), pp. 1-25. (Includes the comments of Fulbright and others as well as a variety of newspaper articles)

Fagg, J.E., Cuba, Haiti, and the Dominican Republic. Englewood Cliffs, N.J.: Prentice-Hall, 1965.

Goodsell, J.N., "Balaguer's Dominican Republic," Current History, November 1967, pp. 298-302, 309. (Vol. 53, No. 315)

Kurzman, D., Santo Domingo: Revolt of the Damned. New York: Putnam, 1965.

Mallin, J., Caribbean Crisis. Garden City, N.Y.: Doubleday, 1965.

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Szulc, T., Dominican Diary. New York: Delacorte Press, 1965.

Thomas, A.J., Jr. and Thomas, A.V.W., The Dominican Republic Crisis of 1965. (Background Paper and Proceedings of the Ninth Hammarskjold Forum, Association of the Bar of the City of New York). Dobbs Ferry, N.Y.: Oceana Publishers, 1967.

Varney, H.L., The Shameful Dominican Story, America Defeats Itself. New York: Committee on Pan American Policy, 1965.

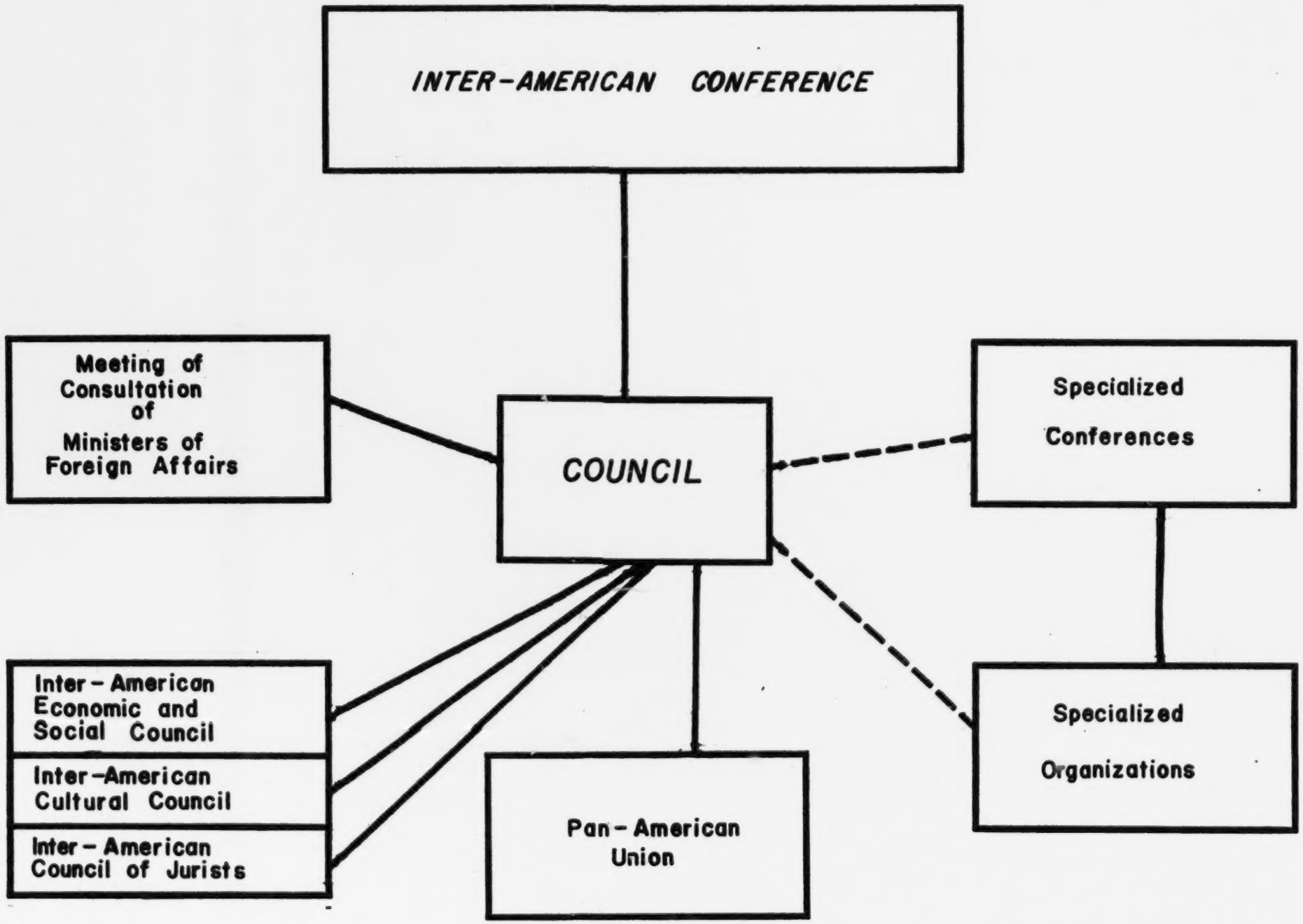
Veliz, C. (ed), Latin America and the Caribbean, A Handbook. New York: Praeger, 1968, pp. 257-269.

Transparency Masters

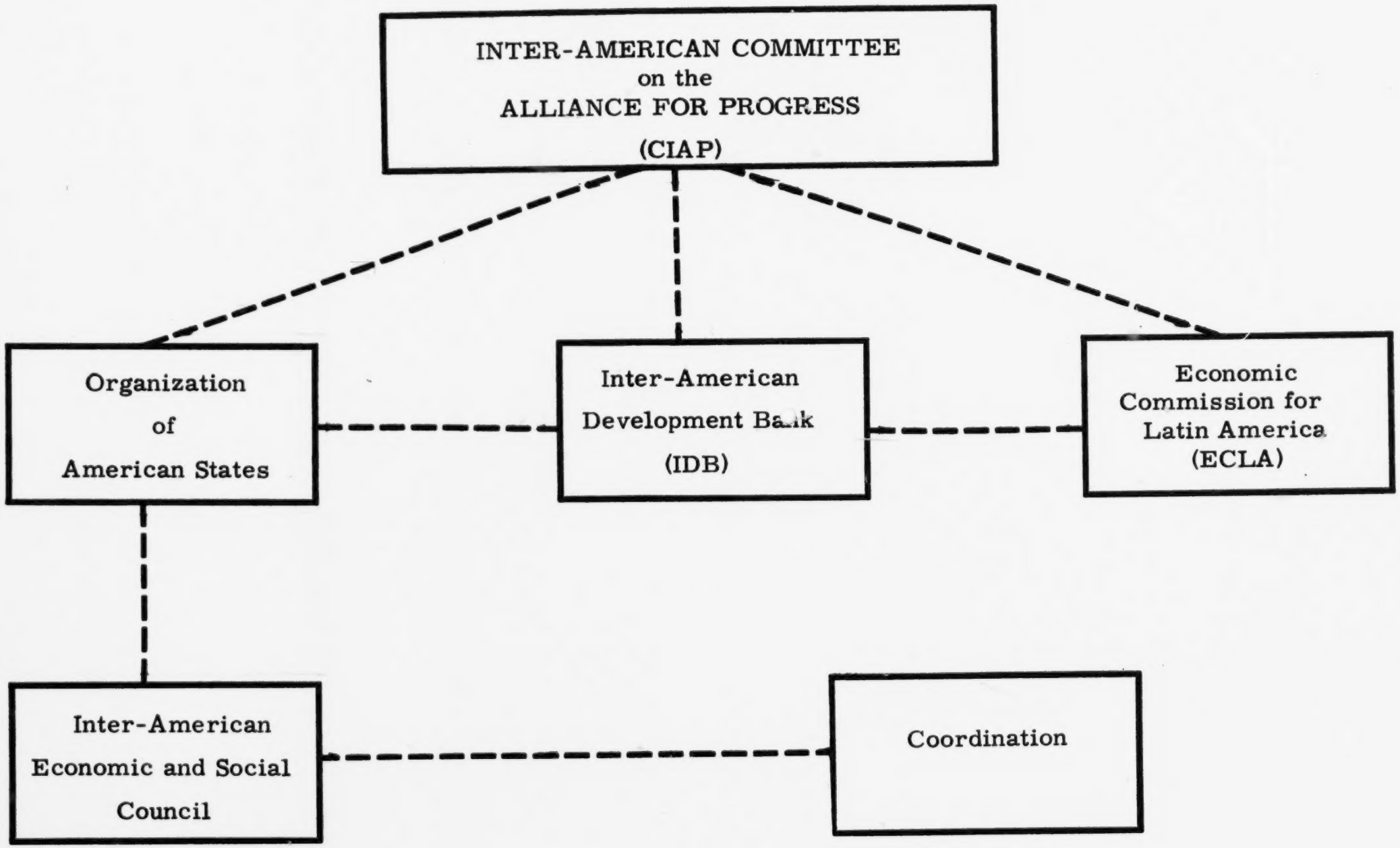
The following pages were designed to be reproduced easily by the heat transfer process. The teacher may wish to make ditto masters and provide individual copies for the students, or make transparencies for use on an overhead projector.

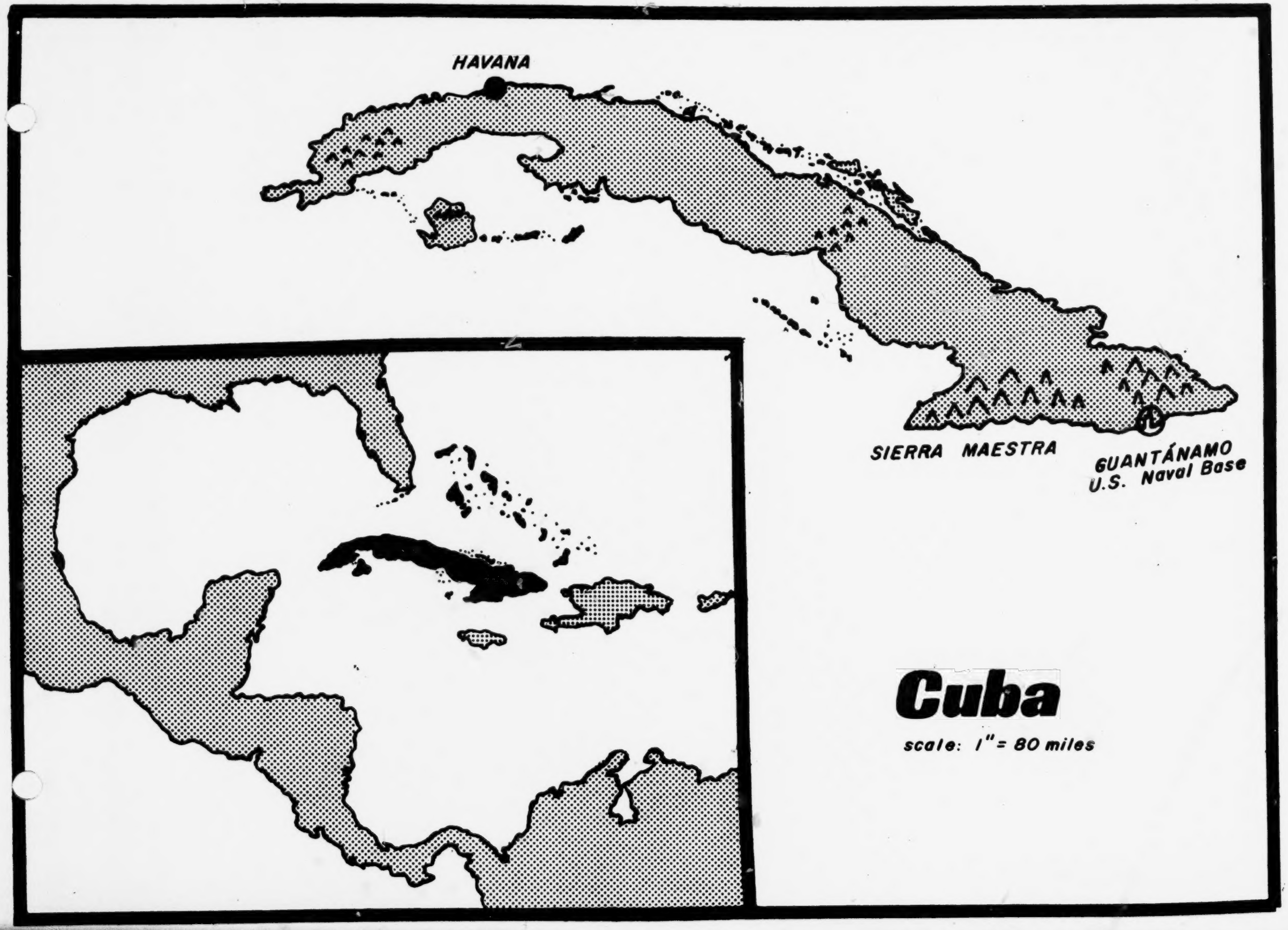
Western Hemisphere

ORGANIZATION OF AMERICAN STATES



RELATIONSHIP OF ALLIANCE FOR PROGRESS
AND OTHER REGIONAL ORGANIZATIONS



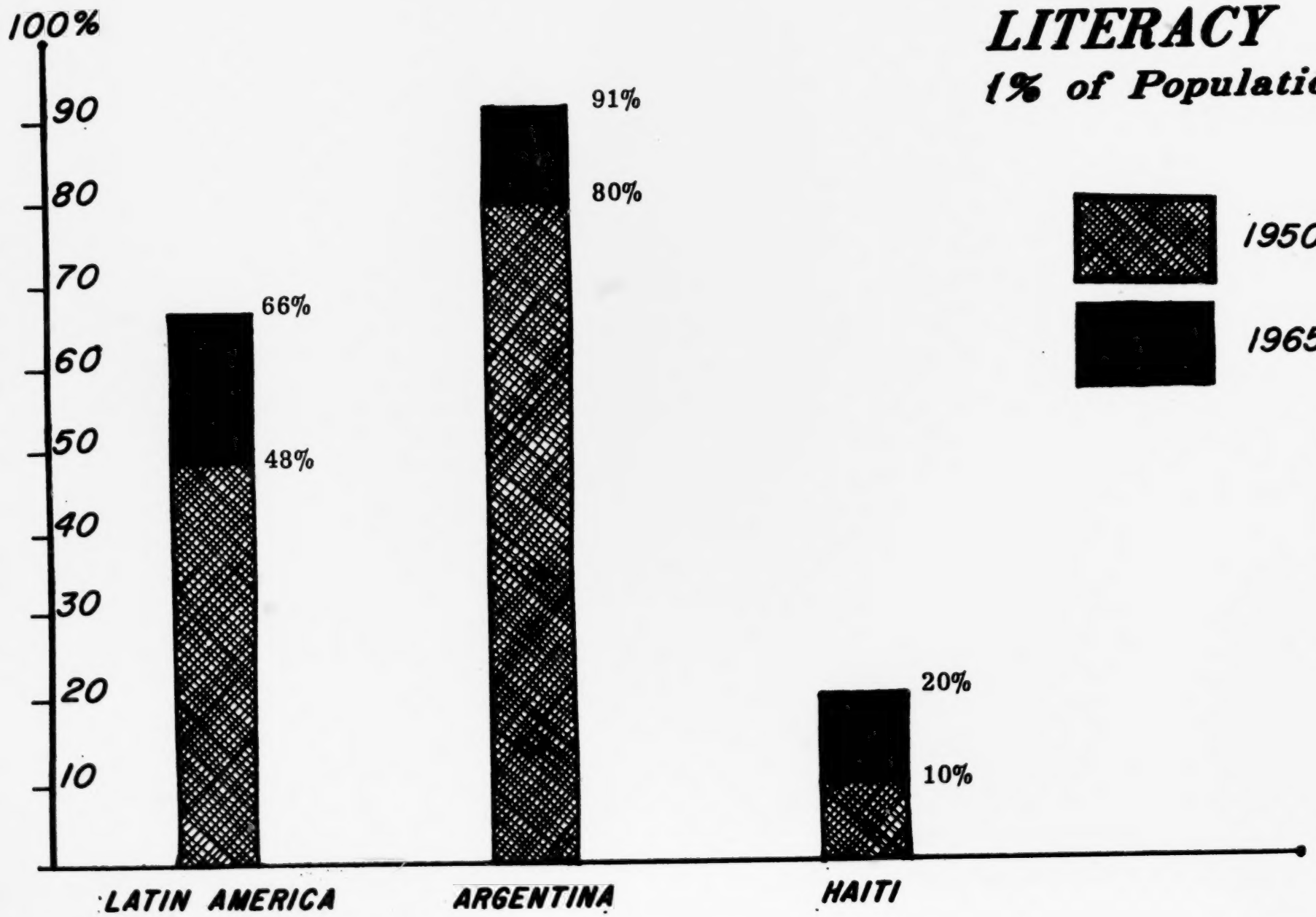


Cuba

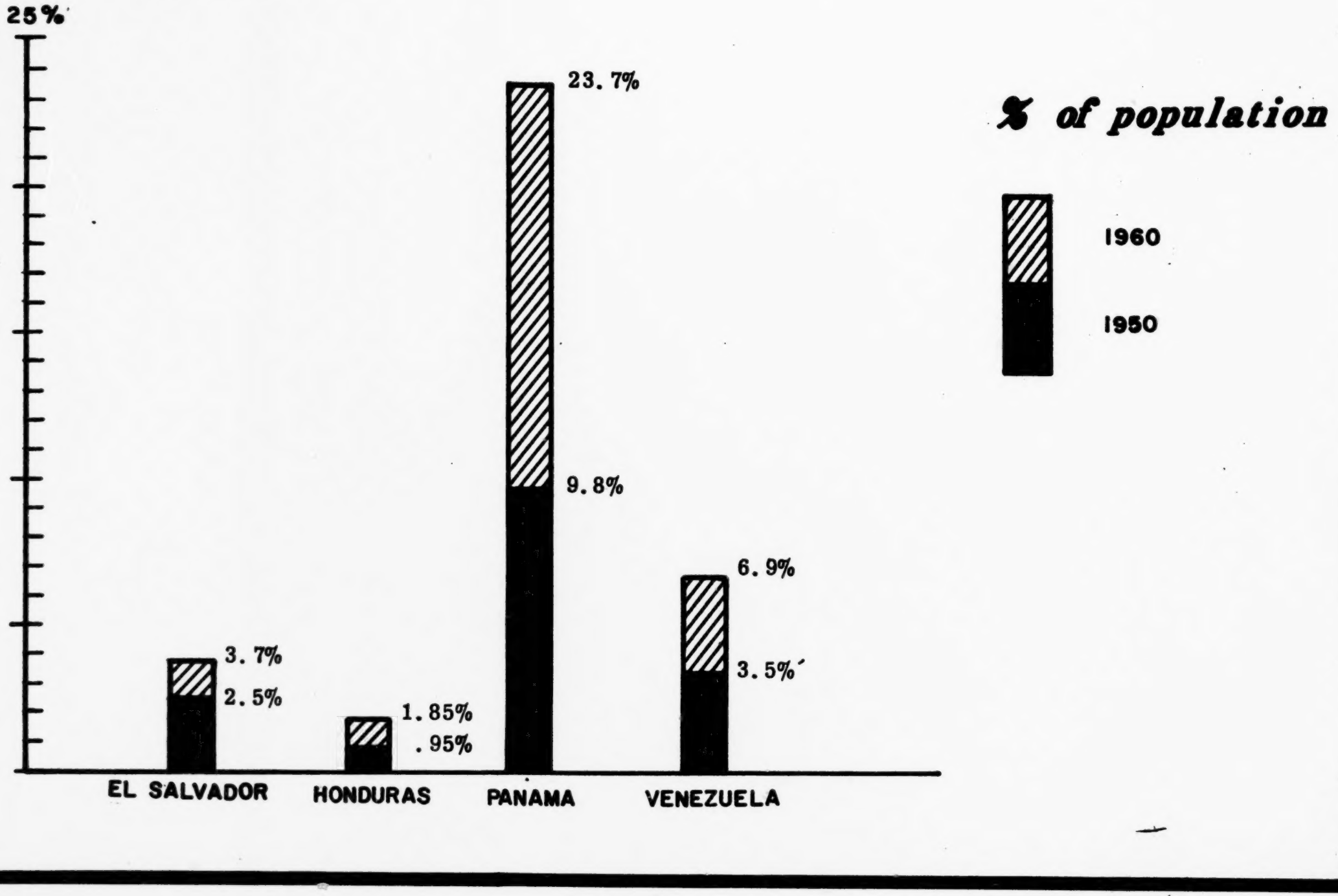
scale: 1" = 80 miles

LITERACY

(% of Population)



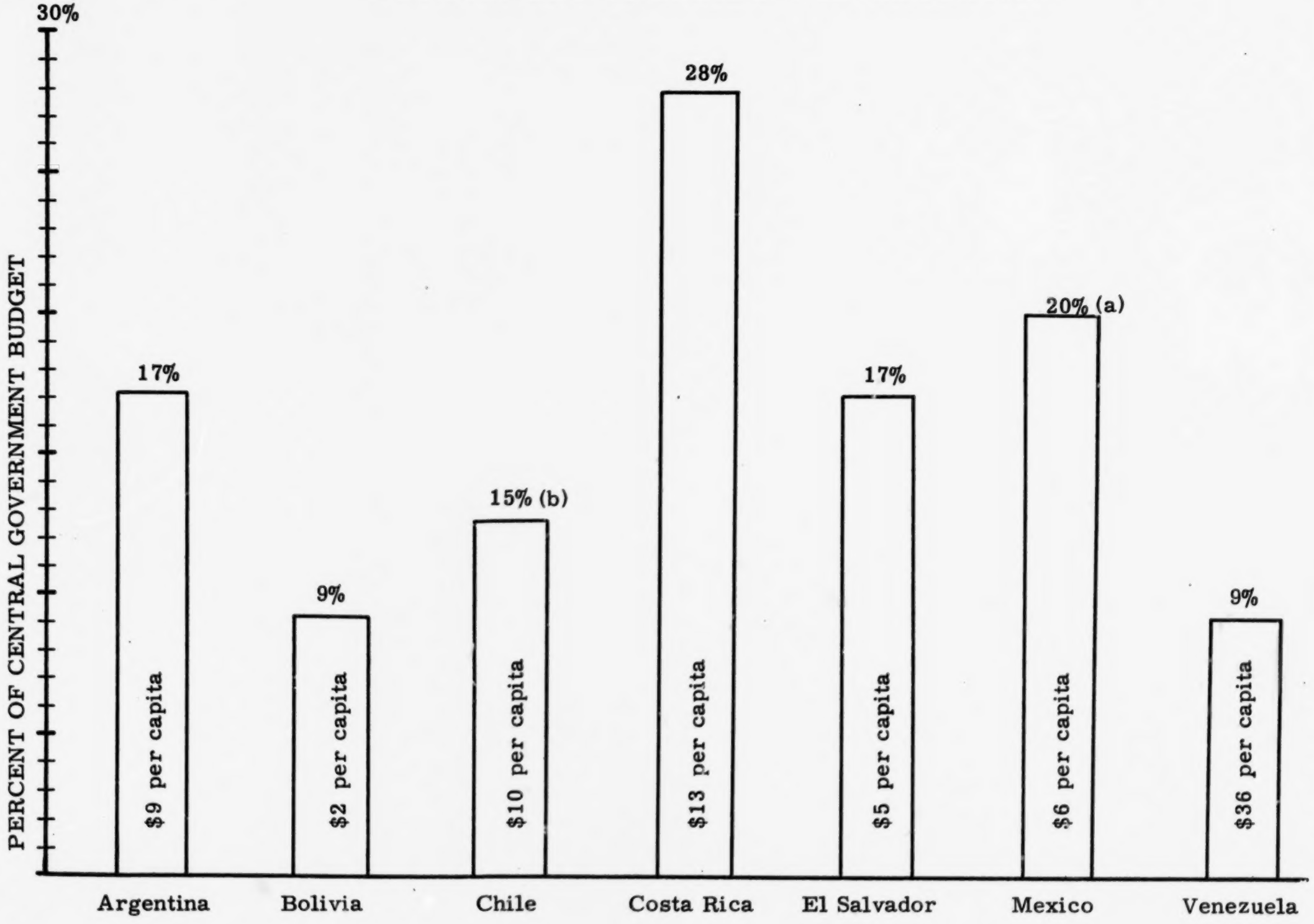
ELEMENTARY EDUCATION COMPLETED



HIGHER EDUCATION

	Number of Schools	Number of Students	% of Population	
U.S.	2,037	3,700,000	2.0%	(1961)
Argentina	342	193,000	.9%	(1962)
Chile	8	27,000	.3%	(1962)
Costa Rica	5	5,800	.4%	(1963)
El Salvador	3	3,000	.1%	(1962)
Mexico	325	94,000	.3%	(1961)
Venezuela	---	15,000	.2%	(1960)

GOVERNMENT SPENDING FOR EDUCATION



(a) Central government spending only
(b) Education Ministry spending only

Costa Rica

PANAMA

COLON

PANAMA CITY

Colombia

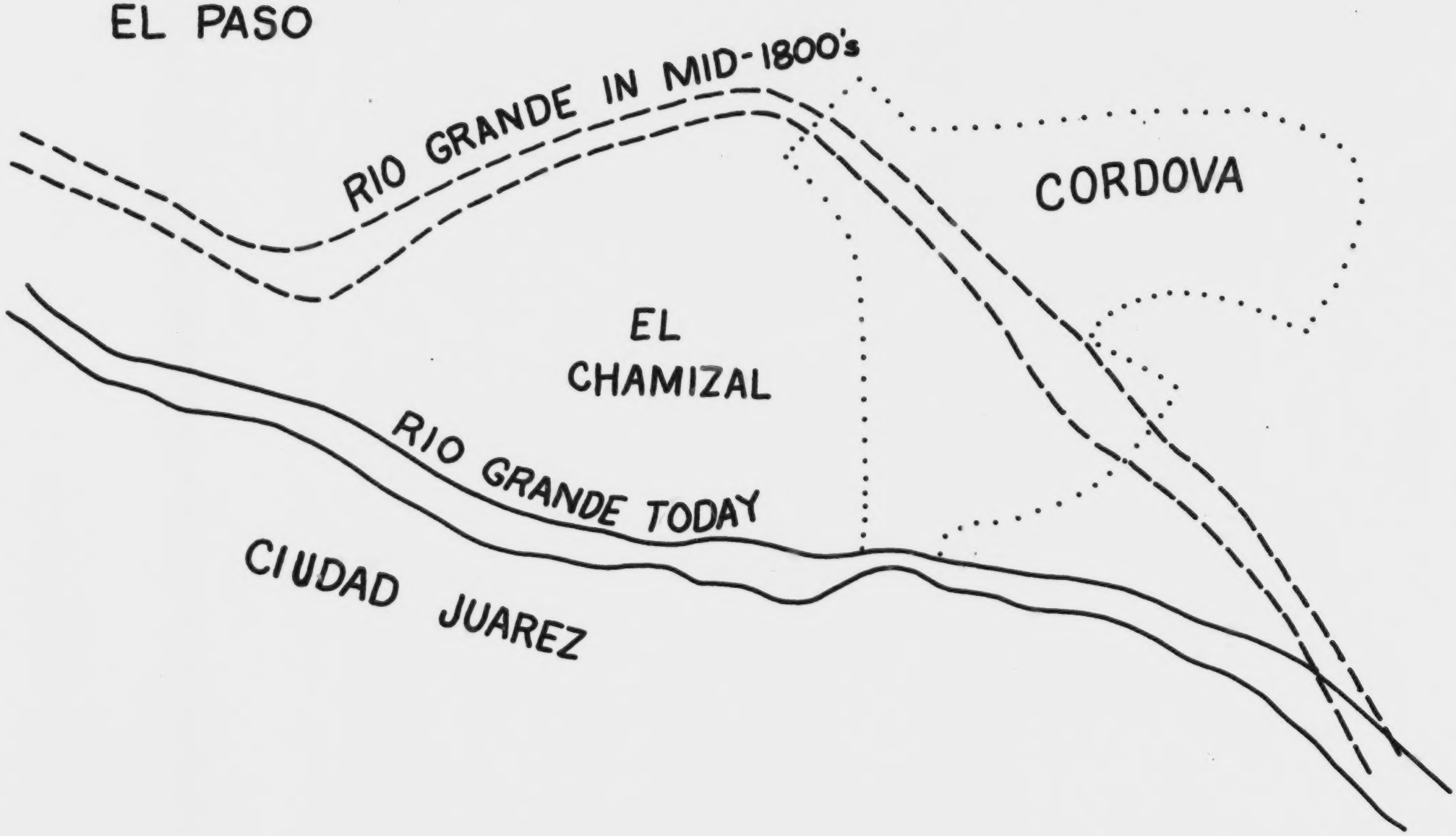
Panama

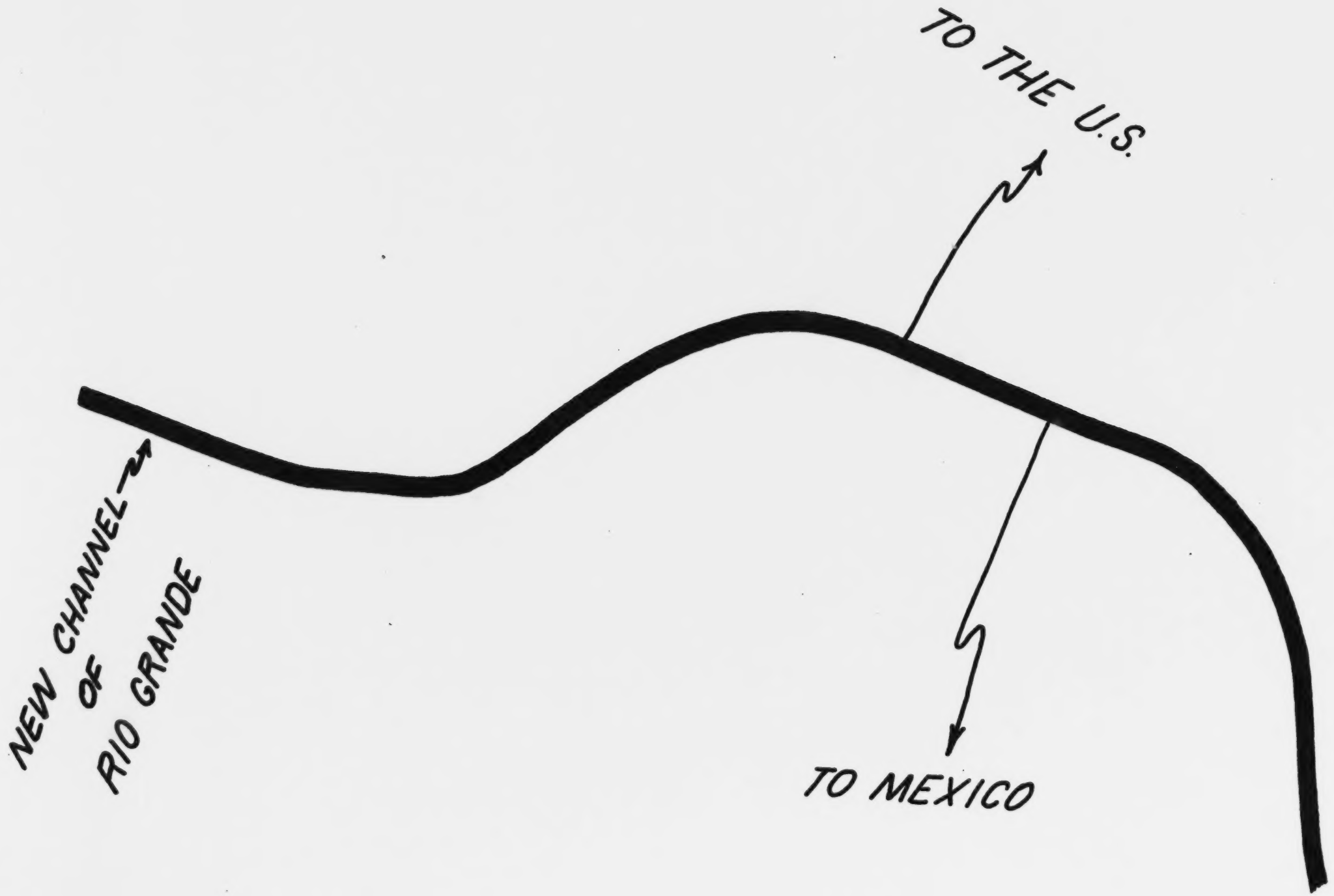
CANAL ——
$1\frac{1}{8}$" = 10 miles

Panama

Canal Zone

CANAL ZONE ----
CANAL ——
1" = 75 miles


EL PASO
RIO GRANDE IN MID-1800's
CORDOVA
EL
CHAMIZAL
RIO GRANDE TODAY
CIUDAD JUAREZ


TO THE U.S.
NEW CHANNEL OF RIO GRANDE
TO MEXICO

ED039167

UNIT VI SELECTED CONTEMPORARY PROBLEMS OF LATIN AMERICA: POPULATION AND URBANIZATION, LAND REFORM*

Senior Elective Course on Contemporary Latin America

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LATIN AMERICAN CURRICULUM PROJECT
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Clark C. Gill and William B. Conroy, Directors

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ED039167

SELECTED CONTEMPORARY PROBLEMS OF LATIN AMERICA: POPULATION AND URBANIZATION, LAND REFORM

OVERVIEW

This is one of the two optional units for the senior semester course on contemporary Latin America developed by the Latin America Curriculum Project at the University of Texas at Austin. The purpose of the first section, Population and Urbanization, is to provide an understanding of the causes and consequences of the unprecedented rate of population growth in Latin America. It is hoped that an appreciation and comprehension of demographic facts will be gleaned through the interpretation and construction of graphic materials. The function of the latter section on land reform is to produce an awareness of the system of land tenure existing in Latin America and of the urgent need for continuing agrarian reform.

Main ideas, activities, explanatory notes, readings and other pertinent materials are suggested as guidelines for teachers who may omit or supplement according to a class' individual needs.

The following books are suggested for basic texts and should be available for classroom use by the students:

Ewing, Ethel E., Latin American Culture. Chicago: Rand McNally and Co., 1963.
Peterson, Harold F., Latin America. New York: The Macmillan Co., 1966.
Stavrianos, Leften S., and Blanksten, George I., Latin America. Boston: Allyn and Bacon, Inc., 1967.

Supplementary readings on the subjects may be found in the collected works listed below:

Adams, Richard N., and Heath, Dwight B., (eds.), Contemporary Cultures and Societies of Latin America: A Reader in the Social Anthropology of Middle and South America and the Caribbean. New York: Random House, 1965.

Hanke, Lewis, (ed.), Contemporary Latin America: A Short History. Princeton: D. Van Nostrand Co., Inc., 1968.

Keen, Benjamin, (ed.), Readings in Latin-American Civilization: 1492 to the Present. New York: Houghton Mifflin Co., 1967.

Stavrianos, Leften S., (ed.), Readings in World History. Boston: Allyn and Bacon, Inc., 1967.

Véliz, Claudio, (ed.), Latin America and the Caribbean: A Handbook. New York: Frederick A. Praeger, 1968.

A list of references to assist teachers in compiling sources for use in the classroom or school library are as follows:

Books

Campos, Roberto de Oliveira, Reflections on Latin American Development. Austin: The University of Texas Press, 1967.

Davis, Kingsley, (ed.), "A Crowding Hemisphere: Population Changes in the Americas," The Annals of the American Academy of Political and Social Science, Volume 316, March, 1958.

Delgado, Oscar, (ed.), Reformas Agrarias en la América Latina. Mexico-Buenos Aires: Fondo de Cultura Económica, 1965.

Gunther, John, Inside South America. New York: Harper and Row, 1967.

Hauser, Philip M., (ed.), Urbanization in Latin America. New York: International Documents Service, 1961.

James, Preston E., Introduction to Latin America: The Geographical Background of Economic and Political Problems. New York: The Odyssey Press, Inc., 1964.

___ _____, Latin America. New York: The Odyssey Press, Inc., 1959.

Smith, T. Lynn, (ed.), Agrarian Reform in Latin America. New York: Alfred A. Knopf, 1966.

Stein, William W., Hualcan: Life in the Highlands of Peru. Ithaca: Cornell University Press, 1961.

Statistical and Reference Books

Keyfitz, Nathan, and Flieger, Wilhelm, World Population: An Analysis of Vital Data. Chicago: The University of Chicago Press, 1968.

Kingsbury, Robert C., and Schneider, Ronald M., An Atlas of Latin American Affairs. New York: Frederick A. Praeger, 1968.

Lyle, Norris B., and Calman, Richard A., Statistical Abstract of Latin America, 1965. Los Angeles: University of California, Latin American Center, 1966.

Statesman's Yearbook. New York: St. Martin's Press, 1930-1967/68.

Government Publications

Social Progress Trust Fund, Fifth Annual Report, 1965. Washington, D. C.: Inter-American Development Bank, 1966.

Socio-Economic Progress in Latin America, Social Progress Trust Fund, Seventh Annual Report, 1967. Washington, D. C.: Inter-American Development Bank, 1968.

Thiesenhusen, William C., and Brown, Marion R., Survey of the Alliance for Progress, Problems of Agriculture, A Study Prepared at the Request of the Subcommittee on American Republics Affairs of the Committee on Foreign Relations, United States Senate, 85-416, 90th Congress, 1st Session. Washington, D. C.: U. S. Government Printing Office, 1967.

Bulletins

(Review copies of the Population Bulletin may be received by teachers upon request; if multiple copies for classroom use are required, they may be ordered at reduced rates by the teacher.)

Population Bulletin, Volume XVIII, Number 6. Washington, D. C.: Population Reference Bureau, Inc., October, 1962.

Population Bulletin, Volume XX, Number 7. Washington, D. C.: Population Reference Bureau, Inc., November, 1964.

Population Bulletin, Volume XXIII, Number 3. Washington, D. C.: Population Reference Bureau, Inc., June, 1967.

Population Bulletin, Volume XXIV, Number 1. Washington, D. C.: Population Reference Bureau, Inc., February, 1968.

Note: Some of the references may be available only in municipal or university libraries, but they are included in this bibliography if further research is desired by the teacher.

Chiefly responsible for the preparation of this unit is Mrs. Gloria Ann Steed, former teacher in the Austin Public Schools.

Note: The research reported herein was written pursuant to a contract with the United States Department of Health, Education and Welfare, Office of Education, Washington, D. C.

POPULATION AND URBANIZATION

Main Ideas

I. The current rate of population growth in Latin America is unprecedented and is faster than that of any other world region.

A. There is considerable variation in the growth rates of Latin American countries.

B. The population growth of Latin America is due largely to high birth rates coupled with a reduction of mortality rates.

1. An impressive decline in mortality rates has been made due to greater control of contagious diseases, expanded domestic and international public health programs, improvement in the general living conditions (safe drinking water and sewage disposal), and higher levels of education.

2. Latin America is presently a region of high fertility not only because of the various groups which oppose family planning but also due to the values and sentiments of the people of the region.

a. Families who consider a large number of children necessary in order to help with farming or to care for their parents in old age, the Roman Catholic Church, politicians who feel that the issue is a political risk, and economists who foresee an increased demand for labor form the opposition to the control of birth rates.

b. The idea that many children are proof of a man's highly prized virility (macho complex) and of a woman's fulfilling her chief responsibility and role as mother within the family is widely prevalent in Latin America.

Suggested Activities	Explanatory Notes
J. Mayone Stycos, Associate Professor of Sociology at Cornell University, contends that three beliefs on population growth as a "natural phenomenon" exist among some Latin Americans: (1) the most frequent takes population growth as given and worries about how to adjust it; (2) another equates population growth with "dynamism", viewing population stability as stagnation; and (3) still another group considers population growth undesirable but is optimistic that education and economic development will slow down the rate of growth as occurred in Western European countries. (Source: Population Bulletin, October, 1962.) To what extent are such beliefs justified?	Have students form judgments concerning the validity of the three beliefs. After completing the section on population in this unit, have them reflect back upon their conclusions to see if they were legitimate ones.
Latin America's average annual rate of population growth is 3.1 percent. How does this rate compare with those estimated for other areas of the world? Construct a bar graph of population growth rates for the eight world regions. Then interpret the data by forming some generalizations concerning regional population growth rates.	The average annual population growth rates for other world regions are: Europe - 0.8% Soviet Union - 1.7% North America - 1.8% Oceania - 2.1% East Asia - 1.5% South Asia - 2.1% Africa - 2.1% (Source: Véliz, Claudio, (ed.), Latin America and the Caribbean, New York: Frederick A. Praeger, Inc., 1968, pp. 666-667.)
John Gunther in his book, Inside South America, states that "...by [the year] 2000 Latin America is expected to have between 600 and 700 million people as against 300 million in the United States. Let's hope they'll be	Compare the growth rates of the United States and Latin America by using the table, "Estimated Populations of Latin America and Anglo-America, 1650-2000," on page 44 of the Peterson text and then consider the

C. Tremendous population growth causes serious problems for economic development, as economic growth must proceed faster than population growth or be canceled by it.

1. With a majority of the population in Latin America under twenty years of age and largely economically unproductive, large expenditures in such areas as education are required.

2. Because most of the money that might be utilized as capital in Latin America must be spent on consumer goods and services, insufficient amounts are available for investment and economic expansion.

II. A massive redistribution of the population, or internal migration, is evident in Latin America.

A. Rural-to-rural migrants usually relieve the pressure on traditional agricultural areas as they move from highland to lowland areas and into areas with newly established irrigation systems.

B. The movement of persons from rural areas into the cities represents the transformation of society from a predominantly agrarian to urban type and is sometimes used as an indicator of the degree of economic development of a country.

1. The degree of urbanization varies according to the area, depending upon its supply of potential migrants and rate of economic growth.

2. Urbanization is stimulated by the "push" of rural land problems and by the "pull" of increased economic opportunities; the greatest variety of these opportunities is found in the largest urban area of each country, the primate city.

3. Serious problems have arisen in urban areas due to their rapid growth.

Suggested Activities	Explanatory Notes
friendly. . . ." His latter comment seems to indicate that the Latin American nations promise to influence the lives of persons in the United States in an increasingly greater measure. Why is this likely to be true?	geographical proximity of Latin America to the United States. What economic and political appraisals concerning future relations between the two regions can be made?
Compare the projected population growth rates of the individual Latin American countries. What factors might contribute to their wide variations? Using information developed in other units of this course, attempt to reach some conclusions about the relationship of these growth rates to the types of government, levels of economic development, rates of literacy, etc., of the separate nations.	Consult the graph, "Projected Latin American Population Growth (1964-1980)," on page 94 of the Peterson text and the map on page 127 of the Kingsbury atlas (which should be available in multiple copies for the unit on Geographic Setting and Historical Background) for the rate of annual population increase by countries. Ask students which illustration is more meaningful and why it is.
Construct line graphs comparing the population increases of three selected countries and use the preceding exercise to establish reasons for the wide variations. (Choose one country from each of the three groups in Table #1.) Also make a line graph illustrating birth and death rates of Mexico. What conclusions may be made about Mexico's growth rate upon analyzing the graph?	In the Appendix see Tables #1 and #2 for the data necessary for the construction of the line graphs.
Why is the drop in the death rate not necessarily related to a rise in the level of living in Latin America? What factors have influenced this decline? What does Transparency #8 in the unit on Economic Development show students about the relationship between life expectancy and the number of doctors available in the selected countries?	Preston E. James in his work Latin America maintains that a decline in death rates has taken place in countries where the level of living is still low. In other parts of the world having developed industrial societies, however, he states that declines in death rates accompanied a rise in the economic well-being of the people which brought them a better diet, better housing

a. Adequate opportunities for productive work are not always readily available in the cities because industrial development has not kept pace with the population surge and because many in-migrants lack the basic skills needed for employment in industries.

b. Severe housing shortages have resulted in the appearance of shack cities--favelas in Brazil, barriadas in Peru, ranchos in Venezuela, villas miserias in Argentina, etc.--which surround many of the urban centers of Latin America.

c. The urban poor who occupy these shack cities are restless, resentful, and potentially the most revolutionary in Latin America.

4. Adjustment to life in the cities is eased by the migrants' joining of regional associations (clubs made up of people formerly living in one provincial town) or by his living with members of his family already settled in the city.

5. Most migrants display more initiative than the average rural dweller, are between the ages of fifteen and twenty-nine, and are females.

Reading Assignment

Ewing, Ethel E., Latin American Culture, pp. 646-647.
Peterson, Harold F., Latin America, pp. 20-26 and 93-95.
Stavrianos, Leften S., and Blanksten, George I., Latin America, pp. 44, 49-50.

If available, the following supplementary books have excellent articles on the topic of population and urbanization:

"The Upsurge of Population and the Rush to the Cities," Hanke, Lewis, (ed.), Contemporary Latin America. Princeton: D. Van Nostrand Co., Inc., 1968, pp. 287-291.

Suggested Activities	Explanatory Notes
	conditions, and a higher rate of literacy. For information on the factors influencing a decline of death rates in Latin America, see Reading #1 in the Appendix. Also, see the sections on health and environmental sanitation for each of the countries of Latin America in Part II, Socio-Economic Progress in Latin America.
What factors or forces tend to oppose the controlling of birth rates in Latin America and why?	Consider the economic, political, religious, and cultural factors noted in IB2a of the Main Ideas of this section. In weighing the personal factor involved, John Gillin in "Ethos Components in Modern Latin American Culture" states that macho is a "highly valued ideal in Latin American culture...it corresponds to an ideal type of male social personality..." which "...involves sexual prowess, action orientation (including verbal action)... a 'real macho' is one who is sure of himself, cognizant of his own inner worth and willing to bet everything on such self-confidence. There can be no question about his dignidad [inner integrity]. The macho may express his own convictions by overt action,...or he may do so verbally,...." (Source: Adams, Richard N., and Heath, Dwight B., (eds.), Contemporary Cultures and Societies of Latin America, New York: Random House, 1965, p. 509.)
According to John Gunther, some Latin Americans, or "Yanqui haters" as he calls them, "assert vociferously that the United States interest in population control is based on our nationalist desire to keep	See the unit on Contemporary Inter-American Relations of this course for information on this topic.

"The Role of Regional Associations in the Adaptation of Rural Migrants to Cities in Peru" and "Urbanization Without Breakdown: A Case Study," Heath, Dwight B., and Adams, Richard N., (eds.), Contemporary Cultures and Societies of Latin America. New York: Random House, 1965, pp. 311-324, 424-438.

"The Uprooted," Keen, Benjamin, (ed.), Readings in Latin-American Civilization. Boston: Houghton Mifflin Co., 1967, pp. 457-460.

"The Population of Latin America" and "The Urban Working Class," Véliz, Claudio, (ed.), Latin America and the Caribbean. New York: Frederick A. Praeger, 1968, pp. 666-674, 674-681.

Suggested Activities	Explanatory Notes
Latin America weak, by preventing its natural growth. . . ." Upon what historical foundations is this reasoning based?	
How are Latin American nations trying to correct the imbalance between traditionally high fertility and modern low mortality?	See Reading #2 in the Appendix of this unit. On page 599 in the index of John Gunther's book, Inside South America, additional information on the population explosion in individual countries can be found, as well as in the Population Bulletin cited in Reading #2.
Why is a steady increase in the proportion of children in the population of Latin America a serious by-product of the imbalance between birth and death rates? What is the significance of this increasing dependency load? How does it compare with those of the United States and the United Kingdom (see Transparency #1)?	"In all of the Latin American countries with high fertility, the proportion of persons under 15 now ranges from 43 to 51 percent compared to 31 percent in the United States and 23 percent in the countries of northern Europe. The relation between economically nonproductive and economically productive components of the population is expressed as a dependency ratio. When the ratio is high, urgently needed capital for agricultural and industrial expansion must be diverted to more immediate needs [as education] . . . ." (Source: Population Bulletin, June, 1967, p. 57.) Also, use Transparency #1 in the Appendix.
How does Mexico's population pyramid foretell future problems (see Transparency #2)? Compare Transparencies #1 and #2. Which is more meaningful and why? Have students make population pyramids illustrating age distribution for the countries of Argentina, Costa Rica, or Venezuela. Note the differences and similarities between these graphs and the one for Mexico.	Use Transparencies #1 and #2 for this activity. See Table #3 for the necessary data to make the population pyramids.

Suggested Activities	Explanatory Notes
What implications for Latin American economic growth are presented by Michael Blumenthal, an official of the United States State Department, in his remark that "production in the area [Latin America] . . . expanded 7% in 1957, slowed to about 4% in 1961, while population increased by close to 3% during1961. . . therefore, per capita increase in GNP was only about 1%. . . ."? (Source: Campos, Roberto de Oliveira, Reflections on Latin American Development, Austin: University of Texas Press, 1967.)	Compare the economic and population growths of Latin America by using the statistics found on Transparencies #1, #2, and #3 in the unit on Economic Development. Note that the per capita growth of the GNP is lagging in most of the countries of Latin America due to the rapidly multiplying population and the slow growth of the GNP. Jean Bourgeois-Pichat, a French demographer, explains that when the rates of economic and demographic growth reach "the same order of magnitude," economic development is endangered or "made impossible." Furthermore, W. W. Rostow in his book The Stages of Economic Development refers often to the strain imposed on developing economies by their need to "outrace the population increase." (Source: Population Bulletin, June, 1967.)
According to Preston E. James, Latin America comprises 19 percent of the world's inhabited areas but has less than 7 percent of the world's population. And, as stated by the Population Bulletin of June, 1967, the population of South America was distributed at the rate of 20.4 persons per square mile as compared to 50.5 persons in the United States and to 340.1 persons on the United States Middle Atlantic Seaboard. How does this relatively low density suggest a solution to Latin America's population problems? Is the suggestion appropriate? Why or why not?	See the map on population density and distribution on page 44 of Stavrianos' text; the map, "Distribution of Population in Latin America," on page 647 of the Ewing book; or the chart, "Areas and Populations of the Latin American Nations," on page 118 of Peterson's work. John Gunther points out that "a country may be 'empty' in that it can have large areas still untapped and unsettled, . . . but this can make feeding its citizens more rather than less difficult. . . ." See Reading #3 in the Appendix concerning the myth of underdeveloped lands.

Suggested Activities	Explanatory Notes
Why is insufficient capital available for investment and expansion in Latin America?	The Population Bulletin of June, 1967, provides an example of the endless circle concerning needed capital for agricultural development in Latin America: "Improved land usage calls for education. Education takes money. Money is short in underdeveloped nations. Development requires capital investment which in agricultural societies can be obtained only by producing crop surpluses for export. But crop surpluses absolutely require improved land usage, especially when fields are, in the language of Latin farmers, 'tired' from overuse or abuse. So, the circle remains closed."
Using reference material available in the school library, make a chart listing the three largest cities of Argentina, Chile, Cuba, Mexico, Peru, and Venezuela. How does the largest city in each of the countries compare in size with the second and third largest cities? Note that it is usually many times larger than any other city in the country. For example, Buenos Aires is nearly nine times the size of Argentina's second city. Using a political map of Latin America, have students surmise whether or not the primate city is characteristic of the region. Only two countries--Brazil and Equador--have their two largest cities nearly equal in size.	The following statistics of urban populations (given in thousands for each city proper, ca. 1960) for selected Latin American countries may be helpful for this exercise:

Argentina		Chile	
Buenos Aires	3,845	Santiago	839
Rosario	566	Valparaíso	274
Córdoba	471	Concepción	164
Mexico		**Peru**	
Mexico City	2,800	Lima	1,262
Guadalajara	734	Callão	150
Monterrey	601	Arequipa	150
Venezuela		**Cuba, ca. 1965**	
Caracas	1,285	La Habana	983
Maracaibo	460	Santiago de Cuba	241
Barquisimeto	203	Camaguey	162

Suggested Activities	Explanatory Notes
	(Source of statistics for Argentina, Chile, Mexico, Peru and Venezuela: Lyle, Norris B., and Calman, Richard A., Statistical Abstract of Latin America, 1965. Los Angeles: University of California, Latin American Center, 1966. For Cuba: Demographic Yearbook, 1967. New York: United Nations, 1968.)
	According to Harley L. Browning, Associate Professor of Sociology and Director of the Population Research Center, The University of Texas, "no other major world region displays so consistently the pattern in which the primacy or first city is many times larger than the second city. . . . These situations of high primacy. . . are to be found in all parts of Latin America, inland as well as on the coast; in large as well as small countries; under very different systems of political order; and in countries of various stages of economic development." (Source: The Annals of the American Academy of Political and Social Science, Volume 316, March, 1958, p. 114.)
Study Table #4 in the Appendix. Why are these nine metropolitan areas considered primate cities? Which ones are also capitals and/or deep-water ports? Why did the cities of Buenos Aires, Santiago, and Habana have such a large proportion of the national population around 1900? Why did Rio de Janeiro and São Paulo have smaller proportions of	Use Table #4, "Growth of Large Metropolitan Areas," in the Appendix of this unit. Note that the capital of each of the countries of Latin America is usually the largest city as well, the exceptions being Quito and Brasilia. Guayaquil in the rich coastal lowlands of Ecuador has commercial supremacy over Quito in the highland region. Transfer of Brazil's capital

Suggested Activities	Explanatory Notes
the national population in the mid-1950's than any other cities in the table? What historical reasons may be given for the importance of the primate city?	from Rio de Janeiro to the recently constructed, completely modern city of Brasilia was officially made in April, 1960. The primate cities were able to build up their superiority in numbers because "...the Spanish colonial system provided a congenial environment for the rise of these cities. Under a centralized government such key institutions as the viceroy, the audiencia [court system], the cabildo [town council], the consulado [consulate], the archdiocese, and the university were all located in one urban center. With independence the capital cities became the focus of urban development and the unquestioned commercial, financial, and cultural centers within their respective countries...." (Source: The Annals of the American Academy of Political and Social Science, Volume 316, March, 1958, pp. 114-115.)
Compare advantages and disadvantages of a country's having a primate city rather than several cities with fairly equal populations.	Consider: the size of the country, whether its resources are of greater value if concentrated in one area, and whether the economy of the country requires a numerous and permanent rural population when determining the benefits of the primate city; the monopoly of professional and skilled personnel, the concentration of capital and cultural activities, and a possible hindrance to the growth of middle-sized cities in the country when evaluating the unfavorable aspects.

Suggested Activities	Explanatory Notes
Why is urbanization sometimes used as an indicator of the degree of economic growth of a country? Do students believe that this is a fair evaluation?	With the increasing industrialization of a country comes the tendency to amass large groups of people in urban areas. The change from an agrarian society to an urban, industrialized one usually involves "...a reduction of the relative importance of agriculture and an increase in that of non-agricultural activities. Among the countries where annual per capita income is lower than $200 it is difficult to find one in which agricultural activity contributes less than 35 percent of the total product, while among those where income levels are higher than $500 the corresponding contribution is seldom found to exceed 25 percent." (Source: Hauser, Philip M., (ed.), Urbanization in Latin America. New York: International Documents Service, 1961, p. 36.)
Why are many of the Latin American countries considered "overurbanized" in the sense that city growth is running ahead of economic development?	Preston E. James in his work, Latin America, states that in "...the urbanized societies of Western Europe, of Anglo-America, and of Australia and New Zealand, employment in manufacturing and industry was the first reason for city growth...." and this "...led to the multiplication of service employment. But in Latin-American cities the service occupations [professional people, teachers, police, etc.] appeared first, before the rapid increase of jobs in manufacturing. The [United Nations] Economic Commission for Latin America..., concludes that the 'urban population appears overburdened with services, whose development

Suggested Activities	Explanatory Notes
	is apparently out of proportion to existent manufacturing activities.' It is for this reason that many of the cities of Latin America seem to be less well served by lines of transportation than cities of comparable size in Western Europe or Anglo-America."
Define the "push-pull" theory of urbanization in Latin America. What factors provide the "push" from rural areas? The "pull" to urban areas?	Consider rural land problems and the economic, social, and educational opportunities available in urban areas.
Why is the move to the city a less bold adventure than formerly?	According to Browning, "...the isolation of the village has often been lessened by the existence of a new road which provides direct transportation to the metropolis. The horizons of the village are broadened by the wider dissemination of information via radios and reading material to an increasingly literate population. But most of all, the villager who decides to transfer his residence does not feel he is doing something unusual; others he has known have done it before him...."
How are severe housing shortages creating serious problems for the urban areas of Latin America?	Use Reading #4 in the Appendix of this unit, and also review Reading #1 in the unit on Contemporary Society in Latin America.
Define: favela. Have students form their own definitions from the previous readings and then compare them with the definition	"The word favela in its modern usage was defined by the Instituto Brasileiro de Geografia e Estatística as: (a) a minimum number of 50

Suggested Activities	Explanatory Notes
given by the Instituto Brasileiro de Geografia e Estatística.	buildings grouped together; (b) predominance of huts and barracks of a typical rustic appearance, usually made of planks and galvanized sheets of similar material; (c) unlicensed and uninspected buildings on lands of third parties or unknown owners; (d) not included in the general network of sewerage, running water, lighting, and telephones; (e) non-urbanized area lacking proper division into streets, numbering, feeing or rating system." (Source: Hauser, Philip M., (ed.), Urbanization in Latin America. New York: International Documents Service, 1961, p. 191.)
Read the following statements by Andrew Pearse in his paper, "Some Characteristics of Urbanization in the City of Rio de Janeiro". Have students weigh the faults (as learned from Reading #4 in this unit and Reading #1 in the unit on Contemporary Society) and values of the favela. Does one of the groups of factors offset the other? Why or why not? "...Thus the average declared value of a house was worth two to three months' salary, and having been built, left its owner without further responsibility for the payment of rent. The favela therefore offered to the immigrant a means of establishing himself and his family as an unbroken unit in the shortest possible time, a nd wi th the least possible outlay, in his own house, in conditions similar and sometimes superior to those of his country home.	Some authorities on Latin America proclaim that the favela performs an inevitable and essential function during the transition from a rural, agricultural to urban, industrial environment in that it "softens" the impact of arrival in the urban area. The shanty-towns are almost exclusively inhabited by peasants whose kinship groups and communities are as tightly knit as they were in the country. It is through these groups that the immigrant is protected from the "shock" of the big city.

Suggested Activities	Explanatory Notes

...What is significant however, and what is overlooked constantly by the city commentators who weep over the favelas, is that though the house-type is 'rural', the conditions of life which the favela dwellers--by their illegal initiative--have secured for themselves, are rated higher by them in most respects than the conditions prevailing in the rural areas from which the greater number of them have come."
(Source: Hauser, Philip M., (ed.), Urbanization in Latin America. New York: International Documents Service, 1961, pp. 195-196.)

What are some of the possible sources of discontent among the urban poor in Latin America? Are similar feelings present among this same group of people in the United States?

Daniel Pecaut in an article, "The Urban Working Class," declares that "...the experience of new urban workers always gives rise to some discontent: entering an urban environment means contact with the problems of precarious living accommodation, lack of facilities in new quarters, and above all the sometimes fierce rise in the cost of living. Entering industry also means entering a hierarchy and becoming vividly aware of social distance. Entering metropolises also involves confrontation with state bureaucracy and politicians' canvassing. All these are possible sources of discontent...."
(Source: Véliz, Claudio, (ed.), Latin America and the Caribbean. New York: Frederick A. Praeger, 1968, p. 676.)

LAND REFORM

INTRODUCTION

The marked imbalance between the rate of Latin America's rapid population increase and its sluggish rate of economic growth suggests the need for swift and massive structual changes in the region's agricultural policies. And, according to Albert Baltra Cortés, a Chilean economist, "the solution of the agricultural problem cannot be separated from the landholding patterns of Latin America". A prominent Mexican economist, Oscar Delgado, substantiates Baltra's statement:

> Latin America had a population of 199 million in 1960, . . . Of this total, 108 million or 54 per cent live in rural areas, and of these 28 1/2 million are economically active. . . . These 28 1/2 million have to produce food not only for themselves but also directly for their 70 1/2 million dependents and, more indirectly, for the 91 million urban dwellers. Moreover, in terms of the national economy, they have to produce a surplus for economic development. And yet, 63 per cent of them--18 million adult farmers--have no land at all. Some 5 1/2 million have an insufficient amount of land; 1. 9 million have enough land, and 100, 000. . . have too much land. *

Delgado also proclaims that the constant and growing internal migration to the cities cannot absorb the rural population explosion caused by the rising birth rates and falling death rates in Latin America. For, although this migration makes the rural population decrease relatively to the urban population (it is estimated that the percentage of rural population will fall from fifty-four to forty-six by 1970), it does not decrease it absolutely. Hence, the rural population as a whole and, therefore, the number of actual and potential agricultural workers is expected to rise from 108 million to 133 million also by 1970.

Consequently, it is hoped that agrarian reform measures will provide the increased food production for Latin America's rapidly expanding population and will enable the greatest possible number of people to acquire land. This undertaking may be considered one of the most pressing in Latin America today.

*Keen, Benjamin, (ed.), Readings in Latin-American Civilization: 1492 to the Present. New York: Houghton Mifflin Co., 1967, p. 467.

Main Ideas

I. When considering that for all of Latin America approximately 76.3% of the agricultural population owns 4.5% of the agricultural land, while another 1% of the agrarian populace possesses 62.2% of the arable land, the Latin American landownership patterns become significant and the need for agrarian reform becomes pressing.

   A. In Latin America landownership is generally concentrated in a few large, underutilized estates (latifundia) along with millions of overused, uneconomically small subsistence holdings (minifundia).

      1. Large estates and plantations in the hands of a few owners existed during the colonial era; and, even today, despite the accomplishments of agrarian reform programs, these large properties still predominate in most of the countries of Latin America.

      2. In colonial days there was little land left for the poor to cultivate as their own, and because their lands had to be divided equally among their children according to Spanish inheritance laws, individuals were often left with landholdings of insufficient size to support themselves.

Suggested Activities	Explanatory Notes
What disproportions in landownership exist in Latin America? Are there historical reasons which account for these inequities?	Consult I in the Main Ideas of this section and Transparency #3, "Land Distribution in Latin America", in the Appendix. The general picture presented by the transparency is true of almost all Latin American countries except Haiti, which had its sweeping land reform at the time of its independence struggles; Mexico, Bolivia, and Venezuela, three OAS countries which have carried out extensive reforms; and Cuba, where massive land tenure reforms occurred after the country's revolution (1959). Historically, note that the Spanish and Portuguese crowns who originally held the land in the New World awarded large grants to faithful supporters. Later, during the independence movements, creoles who backed successful national revolutions in their respective countries received legal confirmation of their landholdings.
Have students make bar or pie graphs illustrating the inequities in landownership for the countries of Latin America selected in Table #5 in the Appendix. Follow the format used in Transparencies #4 and #5 in the Appendix.	Transparency #4, "Land Distribution in Argentina," and Transparency #5, "Land Distribution in Brazil," exemplify the percentages of agricultural lands held by the minority and majority groups of the agricultural population.
What landownership patterns characterize most countries of Latin America?	See Main Idea I.A. of this section. William C. Thiesenhusen and Marion R. Brown in a statement prepared for the U. S. Senate Committee on Foreign Relations defined the landownership patterns in Latin America as follows: (1) the latifundia, "...the traditional

B. Domestic food requirements in the countries of Latin America fail to be met because the better commercial plantations are almost exclusively devoted to export and the poorer subsistence holdings' low productivity is not geared to commercial production for internal consumption.

II. The Alliance for Progress has made agrarian reform a major issue, for excepting Mexico, most Latin American countries have had less than ten years under reform laws to remedy longstanding agrarian problems.

A. Agrarian reform began in a number of Latin American countries as simple land redistribution programs designed to satisfy the land hunger of the peasantry or to do "social justice" to landless groups who were political or revolutionary threats to internal order.

B. Because mere land redistribution was not enough, agrarian reform policies have expanded to include land taxes, extension services, agricultural credit, export promotion, and public investment in transportation and storage facilities.

C. The Charter of the Alliance for Progress made land reform in Latin America an "international matter of principle" to which the United States pledged its support through financing, programs of farmer education and instruction, help in creating new marketing structures, etc.

Reading Assignment

Peterson, Harold F., Latin America, pp. 50, 95-97, 106-109, 113, 115.
Stavrianos, Leften S., and Blanksten, George I., Latin America, pp. 32, 45-46.

Additional readings on agrarian reform in Latin America may be found in the following sources:

Suggested Activities	Explanatory Notes
	type with absentee ownership, extensive land use, unchanging technology, and minimum cash expenditures...characterized by hired low-grade routine management, traditional organization which largely runs itself, and semi-feudal labor arrangements...." (For information concerning the evolution of the hacienda, refer to pages 22 and 23 in the unit, Geographical Setting and Historical Development, of this course.); (2) plantations and new commercial farms where "actively managed large-scale agriculture" takes place (but it is noted that "these apparently modern and progressive farms..."are often"...not as well farmed as they at first appear...."); and (3) minifundia, the very small units operated by large numbers of landless workers. (Source: Thiesenhusen, William C., and Brown, Marion R., Survey of the Alliance for Progress, Problems of Agriculture, a Study Prepared at the Request of the Subcommittee on American Republics Affairs of the Committee on Foreign Relations, United States Senate, 85-416, 90th Congress, 1st Session. Washington, D. C.: U. S. Government Printing Office, 1967, pp. 11-12.)
Why is available farmland limited in Latin America?	Much of Latin America is not suited for agricultural exploitation because of too much or too little rainfall, soil conditions, altitude and land topography (see the unit, Geographical Setting and Historical Background, for further information.)

"Agrarian Reform [in Bolivia] " and "Agrarian Reform and the Peasant," in the Lewis Hanke readings book, pp. 137-138, 411-413.

The section entitled "Land, Agriculture, and Economics," pp. 139-257 in the reader edited by Dwight B. Heath and Richard N. Adams.

"The Mexican Land Reform" and "Land Reform: Ideals and Realities," in Benjamin Keen's readings, pp. 360-362, 467-473.

"Land Reform" in Stavrianos, Leften S., Readings in World History. Boston: Allyn and Bacon, Inc., 1967, pp. 471-475.

The section on the agrarian problem in the works edited by Claudio Véliz, pp. 487-501.

Suggested Activities	Explanatory Notes
	Too, Thiesenhusen and Brown note that "land prices are high because land is a commodity which: (1) bears social prestige; (2) acts as a hedge against inflation; (3) brings accompanying control over labor...."
Why does the peasant in Latin America find himself in a state of endless poverty regardless of how hard he works? How does the plight of the rural poor in the United States (tenant farmers, sharecroppers, migrant laborers) compare with that of the peasants of Latin America?	Working at a subsistence level for either themselves or for the owner of the hacienda (the hacendado) prevents the peasant (or campesino) from being able to save enough capital to purchase a portion of the limited available lands. Use Reading #5, "Life of the Peon in the Peruvian Highlands," for the comparison exercise.
Because a growing rural population in Latin America is creating a situation where more and more people live on a static amount of land, many countries have attempted the colonization of regions which have large amounts of unused land. Cite some specific efforts made by Latin American countries to populate these sparsely-settled areas. What difficulties might arise in carrying out such plans?	Peru's effort to colonize areas east of the Andes and Brazil's attempt to settle its interior regions are good examples to use. Also, see Reading #3 of this unit for further information on undeveloped lands in Latin America.
What conditions prevailed within the structure of the hacienda in Mexico about 1914 to provoke a violent social uprising?	Use Reading #6 in the Appendix of this unit.

Suggested Activities	Explanatory Notes
Compare the land reform experiences of Mexico, Bolivia, and Venezuela by considering the following questions: 1. How were the Mexican and Bolivian revolutions similar? Different? 2. Of what advantage is accomplishing agrarian reform from peaceful political pressures rather than violent revolution? 3. What provisions were made for land redistribution? How effective were the measures taken? 4. Why were all large landholdings not expropriated and distributed among the rural poor? 5. Why did variations exist in the amount of land given to rural inhabitants through agrarian reform laws? 6. What services for rural development have been provided by the governments? Why might these services be difficult for Latin American governments to provide to rural areas? 7. Why did agricultural production drop and the marketing system have to go through a period of adjustment after agrarian reform measures were taken?	Use the case studies of Mexico, Bolivia, and Venezuela found in Appendix I, pages 19-26, of the Thiesenhusen and Brown study which should be available in multiple copies for classroom use. In question #1 note that the Mexican Revolution (1915) originated among the progressive middle class and later became a popular uprising in which most of "the fighters were campesinos who demanded above everything else reforms of an agrarian nature"; the revolution in Bolivia "took place more quickly, on poorer land, and in a later era" and began among the Indians of the Cochabamba valleys. Both revolutions placed the government in the hands of those who would redistribute land. In question #5 consider the amount of land granted to each ejidatario (head of an ejido family) in Mexico. According to Preston E. James, variations in the potential productivity of the land were supposedly weighed in determining ejido size. For instance, if "...the land could be irrigated the maximum was first set at ten acres, later changed to fifteen, and then twenty-five acres. If the land could be cultivated but was dependent on local rainfall, the minimum area was set at 50 acres. If the land were too dry for anything but brush or agave, the minimum was 2,000 acres...." (Source: James, Preston E., Introduction to Latin America, New York: The Odyssey Press, Inc., 1964, p.64.) Compare these relative sizes with other irrigated farms, wheat farms, and cattle ranches in the Great Plains of the United States today.

Suggested Activities	Explanatory Notes
Have each student choose and prepare a brief report on the agrarian reform situation in one of the countries of Latin America found in Chapter II, pages 109-598 of the Social Progress Trust Fund, Fifth Annual Report, 1965, or Part II, pages 39-309 of Socio-Economic Progress in Latin America. Land distribution or tenure systems, recent reform laws, and governmental services should be considered.	Multiple copies for classroom use of Socio-Economic Progress in Latin America should be available for the unit, Economic Development, of this course.
Why has Latin American agricultural progress under agrarian reform laws been slow?	Note that change in agriculture tends to be slow to take hold and mature, especially when fundamental shifts in human institutions and distribution of power, income, and status are involved. In the Social Progress Trust Fund, Fifth Annual Report, 1965, it is concluded that it is not easy to assess progress in the agricultural structure of a country when "quantitative indices" are lacking and the few indicators frequently used (farm sizes, land titles, land use statistics) are limited in their significance. However, it may be observed that "while the fundamental pattern of the agrarian structure has not changed in the past few years, some of the worst abuses of the semi-feudal land ownership are being eliminated, the public land situation is being tightened, and some irreversible changes are taking place in rural social relations. In a number of areas, the campesinos are even finding new outlets for their political interests and economic aspirations."

Suggested Activities	Explanatory Notes
Why do many of the ideas to improve agriculture developed in the United States fail when exported to Latin America and urged upon the rural dwellers there?	Consider how the lack of land classification studies showing distribution of soil, slope of the land, water supply, etc., for Latin American nations could hamper the application of agricultural programs designed for the United States. Also, the Thiesenhusen and Brown report states that there is an "...increasing tendency...to think of the Latin American farm problem as one of mere shortage of food, and consequently to devise policies to increase food production through improved technology...." rather than to consider the need for land redistribution and the extension of governmental services, etc.
As a culminating activity, divide the class into groups, each one selecting a country of Latin America where agrarian reform is urgent. Direct the groups to write an agrarian reform law proposal to submit to their respective Latin national governments. When the reports are presented, have the pupils critically appraise each of the laws and decide whether or not the proposal would likely be adopted.	Use classroom and library resources for the research needed on this exercise.

APPENDIX

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Transparency #3 - Land Distribution in Latin America, 1960. (Source: Delgado, Oscar, (ed.), Reformas Agrarias en la América Latina. México-Buenos Aires: Fondo de Cultura Económica, 1965, p. 735.) ---------- 46

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Transparency #5 - Land Distribution in Brazil, 1960. (Source: Delgado, Oscar, (ed.), Reformas Agrarias en la América Latina. México-Buenos Aires: Fondo de Cultura Económica, 1965, p. 735.) ---------- 48

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FACTORS INFLUENCING THE DECLINE IN DEATH RATES IN LATIN AMERICA

Reading # 1 - James, Preston E., Introduction to Latin America: The Geographic Background of Economic and Political Problems. New York: The Odyssey Press, Inc., 1964, pp. 314-315.

Population Bulletin, Volume XXIII, Number 3. Washington, D.C.: Population Reference Bureau, Inc., June, 1967, pp. 72-73.

EFFORTS TO CONTROL POPULATION GROWTH RATES IN LATIN AMERICA

Reading # 2 - Population Bulletin, Volume XXIII, Number 3, Washington, D.C.: Population Reference Bureau, Inc., June, 1967, pp. 79-80.

THE MYTH OF UNDERDEVELOPED LANDS IN LATIN AMERICA

Reading # 3 - Population Bulletin, Volume XXIII, Number 3. Washington, D.C.: Population Reference Bureau, Inc., June, 1967, pp. 63-64.

INADEQUATE HOUSING CONDITIONS IN URBAN AREAS OF LATIN AMERICA

Reading # 4 - Population Bulletin, Volume XXIII, Number 3. Washington, D.C.: Population Reference Bureau, Inc., June, 1967, pp. 69-70.

Reading # 5 - Stein, William W., Hualcan: Life in the Highlands of Peru. Ithaca: Cornell University Press, 1961, pp. 39-40, 42-43.

THE HACIENDA IN MEXICO ABOUT 1910

Reading # 6 - Smith, T. Lynn. (ed.), Agrarian Reform in Latin America. New York: Alfred A. Knopf, 1966, pp. 155-157.

TABLE #1 POPULATION GROWTH IN SELECTED LATIN AMERICAN COUNTRIES (In Thousands)

Lyle, Norris B., and Calman, Richard A., Statistical Abstract of Latin America, 1965. Los Angeles: University of California, Latin American Center, 1966.

Country	1930	1935	1940	1945	1950	1955	1960	1965
GROUP I								
Argentina	11,896	13,044	14,169	15,390	17,119	18,972	20,006	22,352
Bolivia	2,397	2,540	2,690	2,850	3,012	3,225	3,453	3,702
Uruguay	1,887	2,030	2,155	2,256	2,407	2,617	2,827	2,715
GROUP II								
Brazil	33,568	37,150	41,114	46,215	51,944	60,183	70,967	81,301
Colombia	7,425	8,499	9,094	10,152	11,334	12,657	14,132	17,787
Mexico	16,589	18,089	19,815	22,576	25,826	30,015	34,988	40,913
Peru	6,001	6,484	7,033	7,727	8,521	9,396	10,857	11,650
GROUP III								
Costa Rica	499	551	619	695	801	951	1,171	1,433
Dominican Republic	1,256	1,484	1,674	1,825	2,129	3,736	4,156	4,660
Venezuela	3,082	3,300	3,710	4,283	4,976	5,150	7,365	8,722

TABLE #2 BIRTH RATES AND DEATH RATES IN MEXICO

1930 - 1965

Stateman's Yearbook. New York: St. Martin's Press, 1930-1967/68.

Year	Birth Rates (per thousand)	Death Rates (per thousand)
1930	49.5	26.6
1940	44.5	23.3
1945	45.0	19.6
1947	45.1	16.3
1950	45.5	16.1
1953	44.9	15.4
1958	44.8	12.5
1960	45.5	11.6
1963	45.7	10.5
1968	44.2	9.5

Note that the birth rate in Mexico has remained nearly constant during the last twenty or more years--about 45 per thousand inhabitants born annually. The death rate has been going down steadily and rapidly due to better medical care, improved sanitation, campaigns to eliminate epidemics and native diseases, and improved diet.

TABLE #3 STATISTICAL DATA FOR THE VARIOUS AGE GROUPS OF ARGENTINA, COSTA RICA, AND VENEZUELA

Keyfitz, Nathan, and Flieger, Wilhelm, World Population: An Analysis of Vital Data. Chicago: The University of Chicago Press, 1968.

Age Group	Argentina, 1961		Costa Rica, 1960		Venezuela, 1963	
	males (percent)	females (percent)	males (percent)	females (percent)	males (percent)	females (percent)
0	2.2	2.2	5.1	5.9	3.8	3.8
1- 4	8.3	8.2	16.0	15.5	14.3	14.2
5- 9	10.1	10.0	14.2	13.9	14.9	14.7
10-14	9.3	9.4	11.7	11.4	12.4	12.2
15-19	8.4	8.5	9.6	9.4	9.5	9.8
20-24	8.2	8.2	8.3	8.3	7.8	8.1
25-29	8.5	8.6	7.0	7.5	7.2	7.0
30-34	8.0	8.1	6.1	6.5	6.6	6.3
35-39	6.7	7.0	4.9	5.1	5.7	5.3
40-44	6.4	6.5	4.0	4.1	4.6	4.2
45-49	6.0	5.9	3.6	3.7	3.9	3.7
50-54	5.4	4.9	3.0	3.0	3.0	3.0
55-59	4.3	4.1	2.2	2.2	2.3	2.3
60-64	3.3	3.0	1.7	1.7	1.7	1.9
65-69	2.5	2.4	1.2	1.2	1.1	1.3
70-74	1.3	1.3	0.8	0.8	0.6	0.9
75-79	0.8	0.9	0.5	0.5	0.4	0.6
80-84	0.4	0.5	0.2	0.2	0.2	0.4
85+	0.1	0.2	0.1	0.0	0.1	0.2

TABLE #4 GROWTH OF LARGE METROPOLITAN AREAS IN LATIN AMERICA

James, Preston E., Latin America. New York: The Odyssey Press, 1959, p. 868.

City	Year	Population	Proportion of national population	Year	Population	Proportion of national population
Buenos Aires	1895	767,085	19.0	1955	5,617,300	29.4
Mexico City	1900	541,516	4.0	1955	4,005,000	13.0
Rio de Janeiro	1900	744,998	4.3	1955	3,625,000	6.2
São Paulo	1900	239,820	1.4	1955	3,325,000	5.7
Santiago	1907	332,724	10.3	1952	1,387,600	22.4
Habana	1899	308,067	19.6	1953	1,240,400	21.4
Lima	1876	155,486	5.8	1955	1,169,000	12.4
Caracas	1920	118,312	4.8	1955	967,200	16.5
Bogotá	1905	100,000	2.3	1955	903,200	7.1

TABLE #5 DISTRIBUTION OF THE AGRICULTURAL HOLDINGS IN LATIN AMERICA

Delgado, Oscar, (ed.), Reformas Agrarias en la América Latina. México-Buenos Aires: Fondo de Cultura Económica, 1965, pp. 735, 740-744.

Latin America: Resume of the distribution of agricultural holdings by sizes of holdings, circa 1960.

Sizes of Holdings in Hectares*	Holdings		Land Area	
	Number	Percent	Hectares	Percent
0 - 20	7,500,776	76.3	34,018,000	4.5
20 - 100	1,595,127	16.2	71,453,000	9.6
100 - 1,000	634,448	6.5	177,426,000	23.7
More than 1,000	98,706	1.0	464,694,000	62.2
Total:	9,829,057	100.0	747,591,000	100.0

*NOTE: one hectare = 2.471 acres

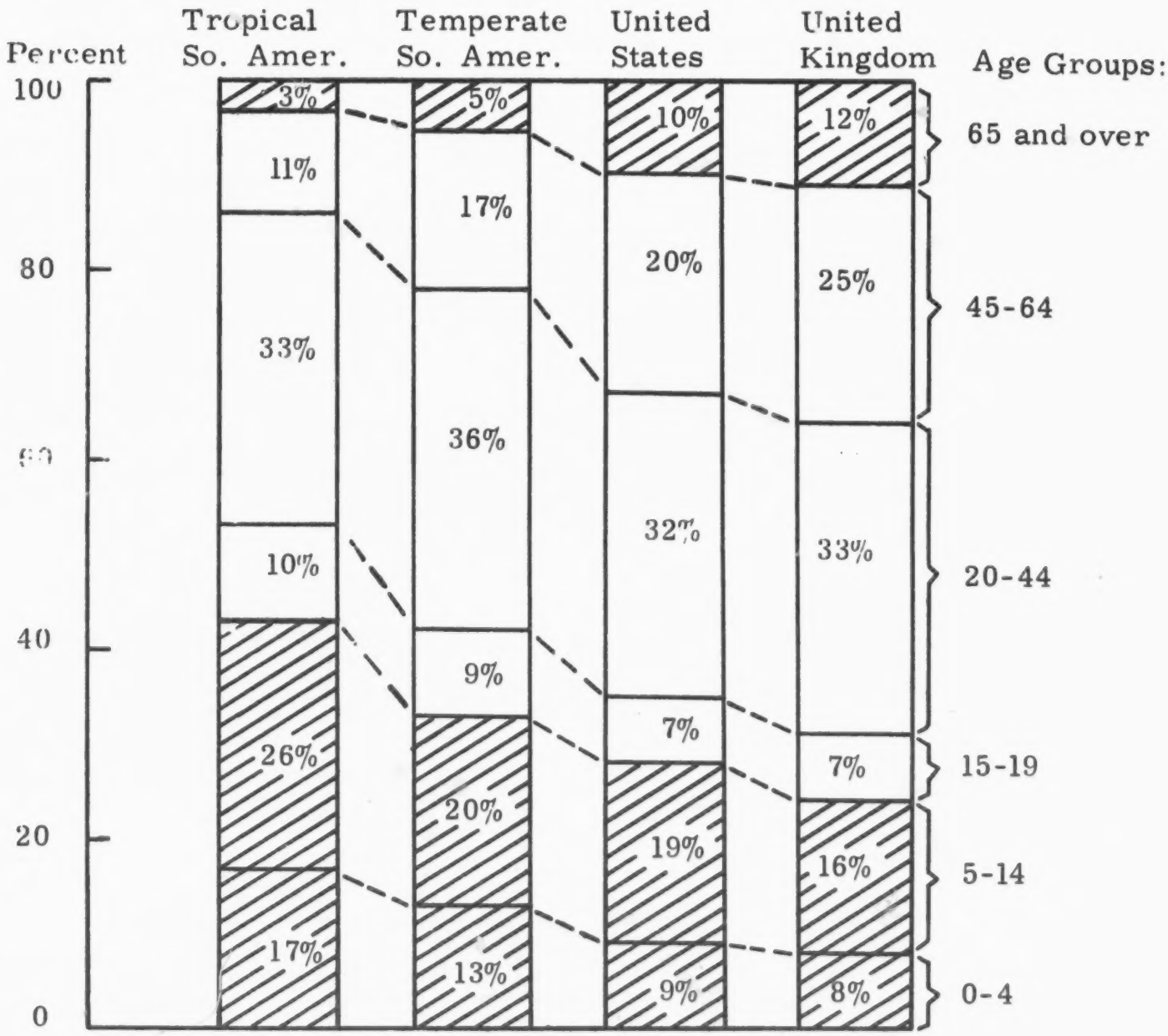
Country and Sizes of Holdings in Hectares	Holdings		Land Area	
	Number	Percent	Number	Percent
ARGENTINA	In 1960	In 1960	In 1960	In 1960
0 - 20	181,404	39.7	1,759,500	1.0
20 - 100	127,463	27.9	7,710,100	4.4
100 - 1,000	121,948	26.7	35,322,900	20.2
More than 1,000	26,358	5.7	130,349,900	74.4
Total:	457,173	100.0	175,142,400	100.0

Country and Sizes of Holdings in Hectares	Holdings		Land Area	
	Number	Percent	Number	Percent
BRAZIL	In 1960	In 1960	In 1960	In 1960
0 - 20	2,046,381	61.2	13,603,541	5.1
20 - 100	947,712	28.4	40,017,395	15.1
100 - 1,000	315,119	9.4	86,291,939	32.5
More than 1,000	32,885	1.0	125,537,925	47.3
Total:	3,342,097	100.0	265,450,800	100.0
COLOMBIA	In 1960	In 1960	In 1960	In 1960
0 - 20	1,039,981	86.0	3,975,700	14.6
20 - 100	126,779	10.5	5,319,200	19.4
100 - 1,000	40,151	3.3	9,721,300	35.6
More than 1,000	2,760	0.2	8,321,600	30.4
Total:	1,209,671	100.0	27,337,800	100.0
EL SALVADOR	In 1961	In 1961	In 1961	In 1961
0 - 20	213,386	95.1	463,000	29.7
20 - 100	8,845	3.9	377,000	24.1
100 - 1,000	1,934	0.9	475,000	30.4
More than 1,000	124	0.1	247,000	15.8
Total:	224,289	100.0	1,562,000	100.0

Country and Sizes of Holdings in Hectares	Holdings		Land Area	
	Number	Percent	Number	Percent
PERU	In 1961	In 1961	In 1961	In 1961
0 - 20	815,456	95.7	1,934,105	10.4
20 - 100	24,628	2.9	980,058	5.2
100 - 1,000	9,666	1.1	2,689,800	14.5
More than 1,000	2,207	0.3	13,000,537	69.9
Total:	851,957	100.0	18,604,500	100.0
URUGUAY	In 1961	In 1961	In 1961	In 1961
0 - 20	39,829	45.8	320,000	1.9
20 - 100	25,205	29.0	1,169,000	6.9
100 - 1,000	18,085	20.8	5,825,000	34.3
More than 1,000	3,809	4.4	9,674,000	56.9
Total:	86,928	100.0	16,988,000	100.0

TRANSPARENCY #1

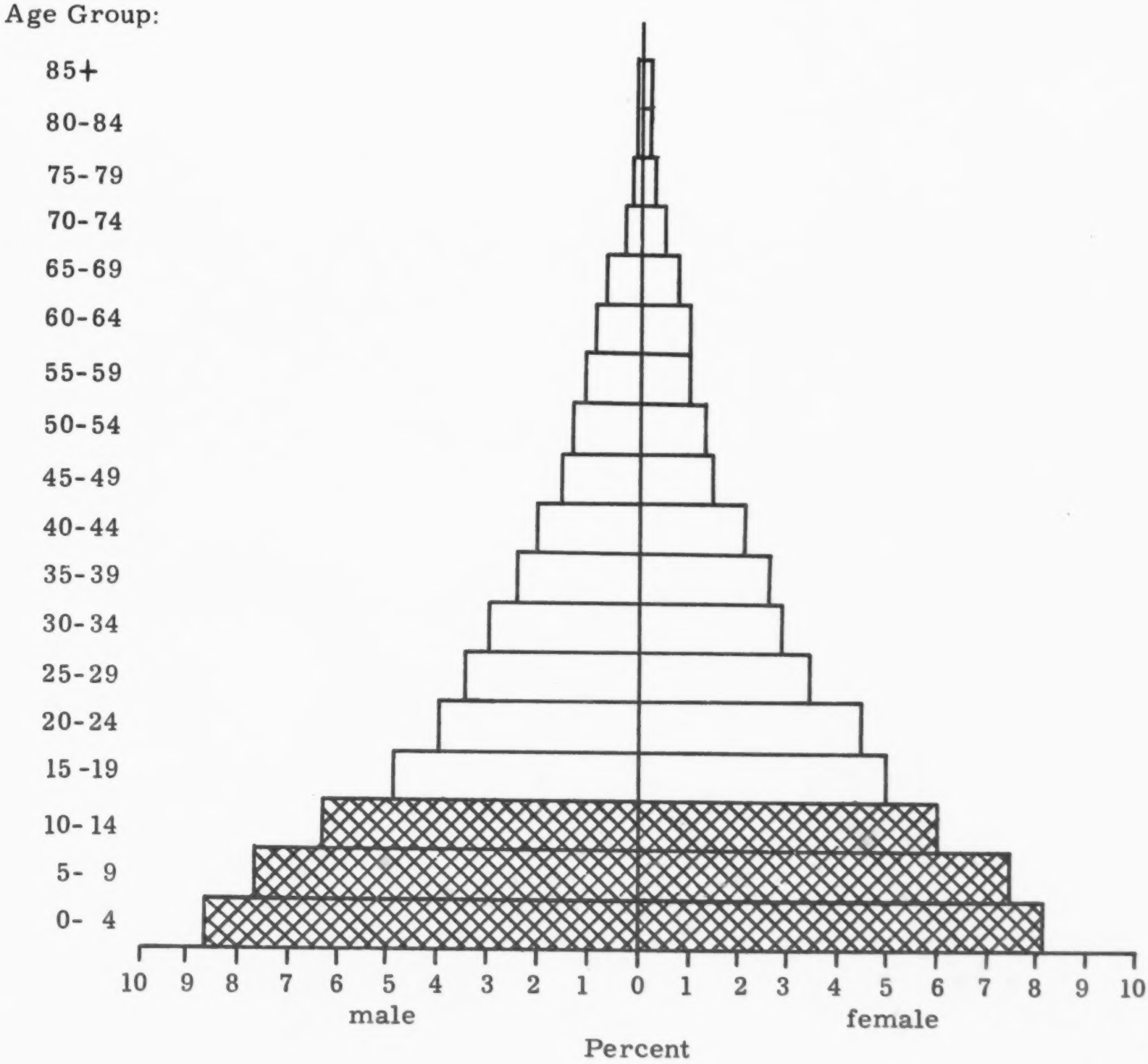
VARYING PATTERNS OF AGE DISTRIBUTION IN LATIN AMERICA, THE UNITED STATES, AND THE UNITED KINGDOM



The shaded areas show the dependent age groups; the lighter areas, the supporting (working-age) groups. Tropical Latin America has about 8 to 10 percent more people in the dependent-age groups than the United States and the United Kingdom, respectively. Temperate South America has about the same proportion of dependents as the United States, but has nearly 2 percent more dependents porportionately than the United Kingdom.

TRANSPARENCY #2

POPULATION PYRAMID FOR MEXICO

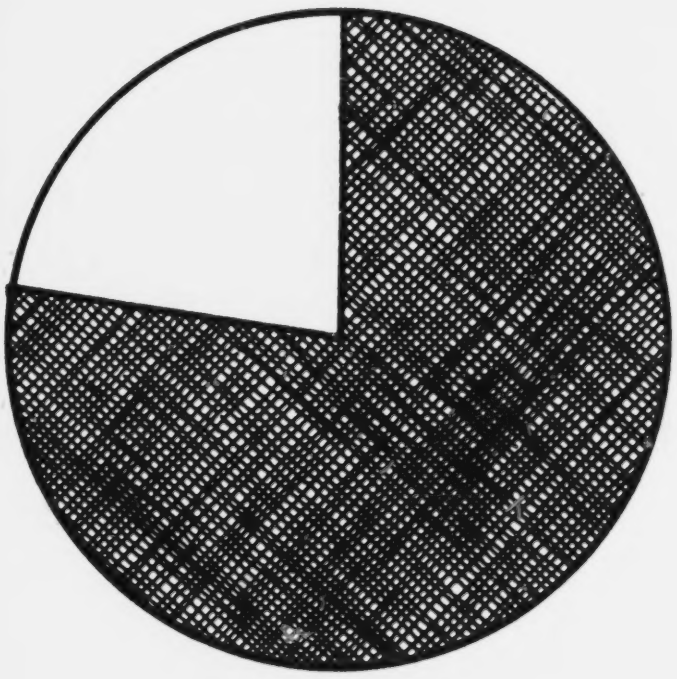


Why does Mexico's population pyramid foretell future problems? With close to half of its citizens under 15, Mexico has a formidably large unproductive age group and a potentially highly fertile one which may threaten its progress in the years ahead.

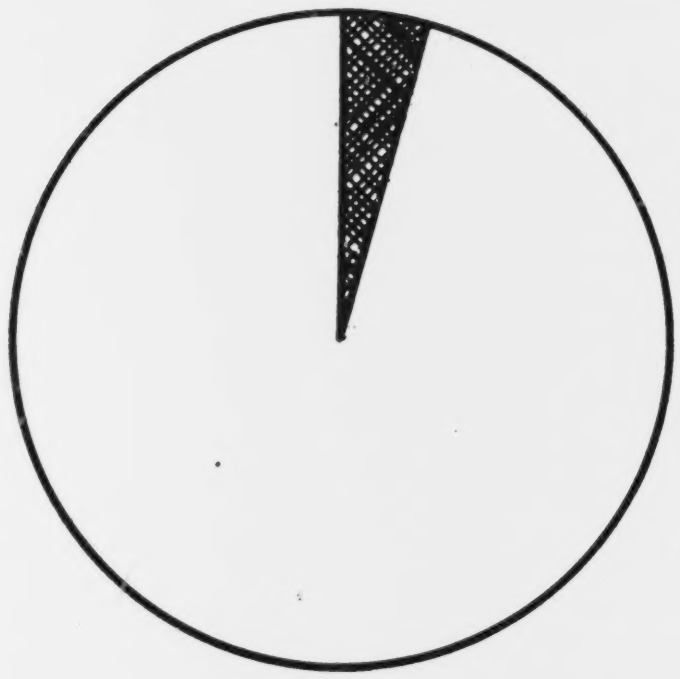
TRANSPARENCY #3

LAND DISTRIBUTION IN LATIN AMERICA

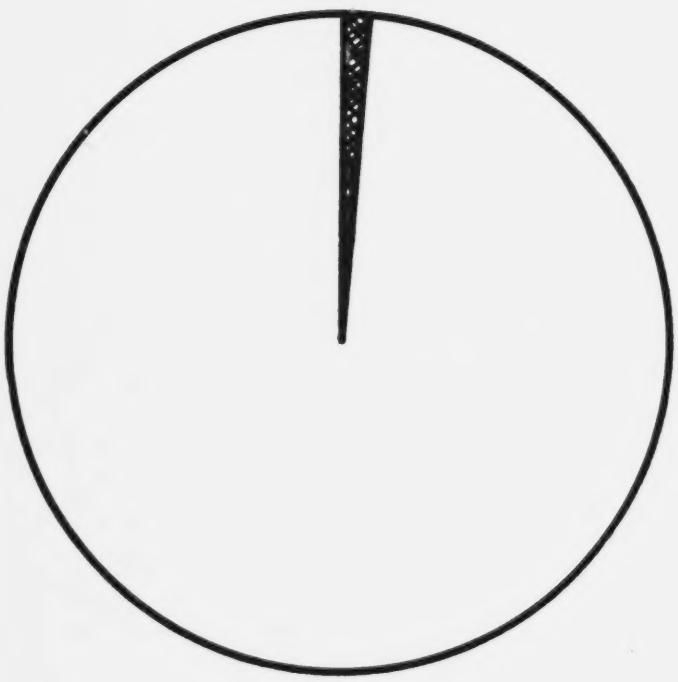
(1960)



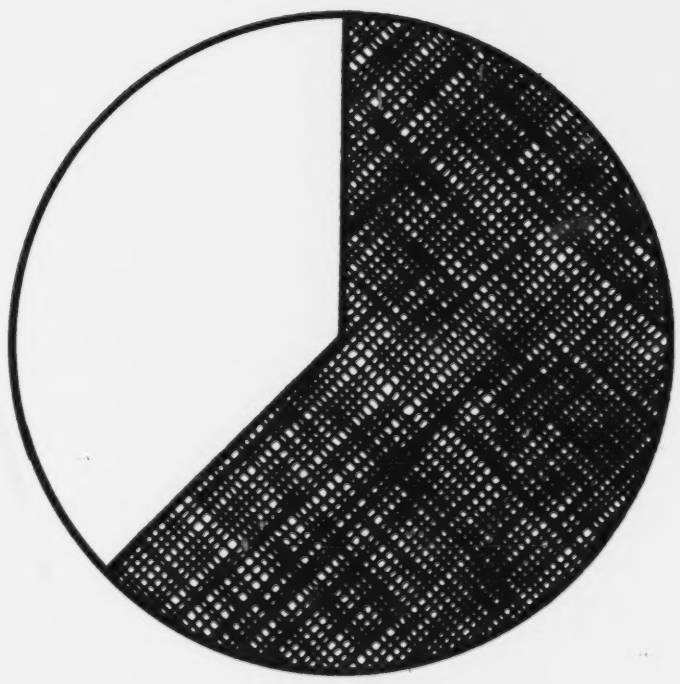
76. 3 % of the land holders.....



hold 4. 5 % of the agricultural land.



1 % of the land holders.....

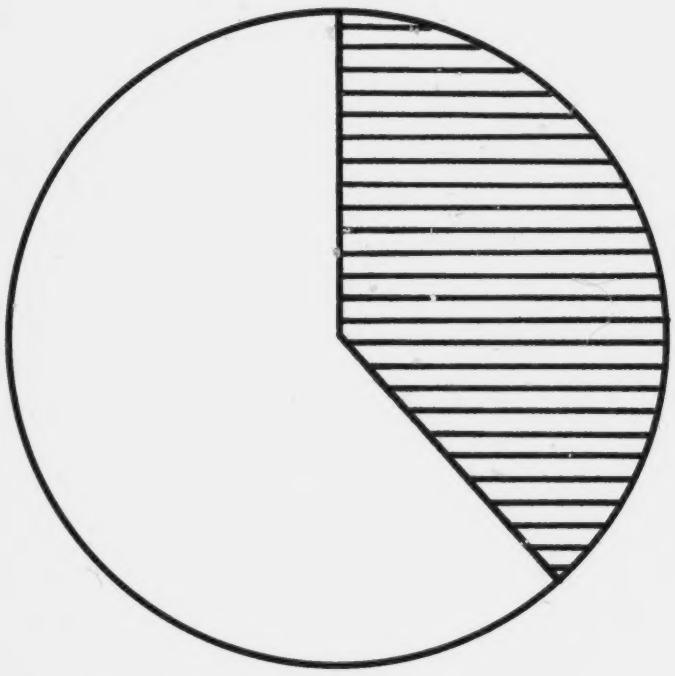


hold 62. 2 % of the agricultural land.

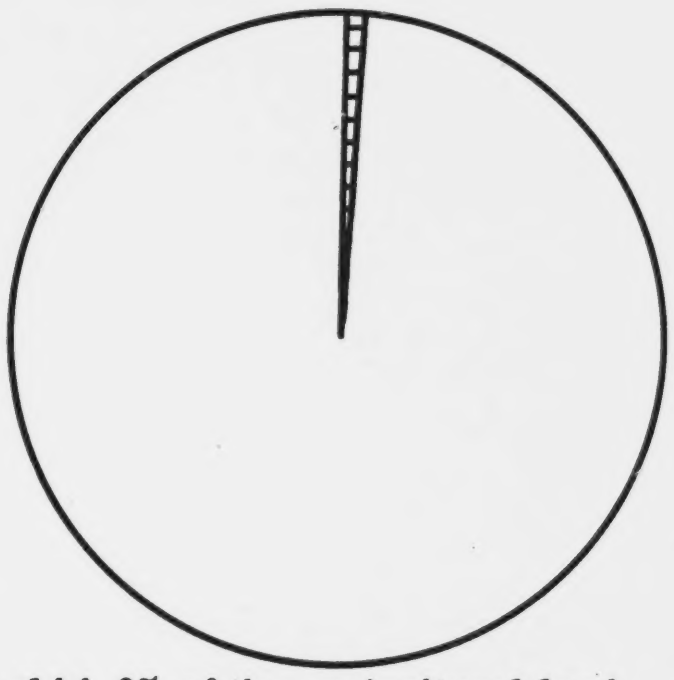
TRANSPARENCY #4

LAND DISTRIBUTION IN

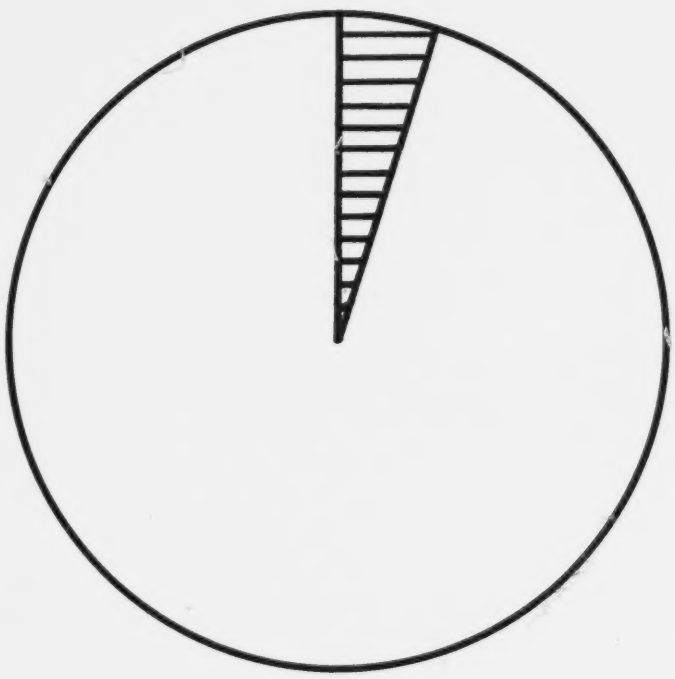
ARGENTINA (1960)



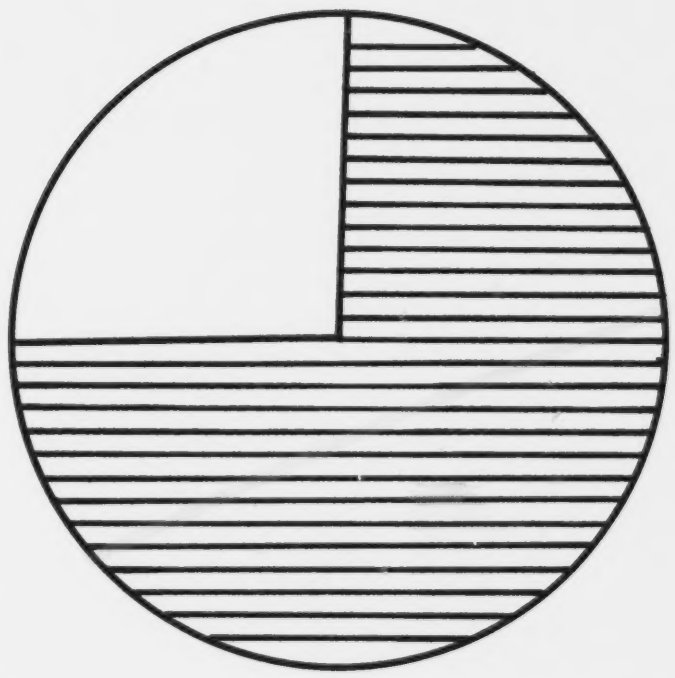
43.2% of the land holders .....



hold 1.0% of the agricultural land.



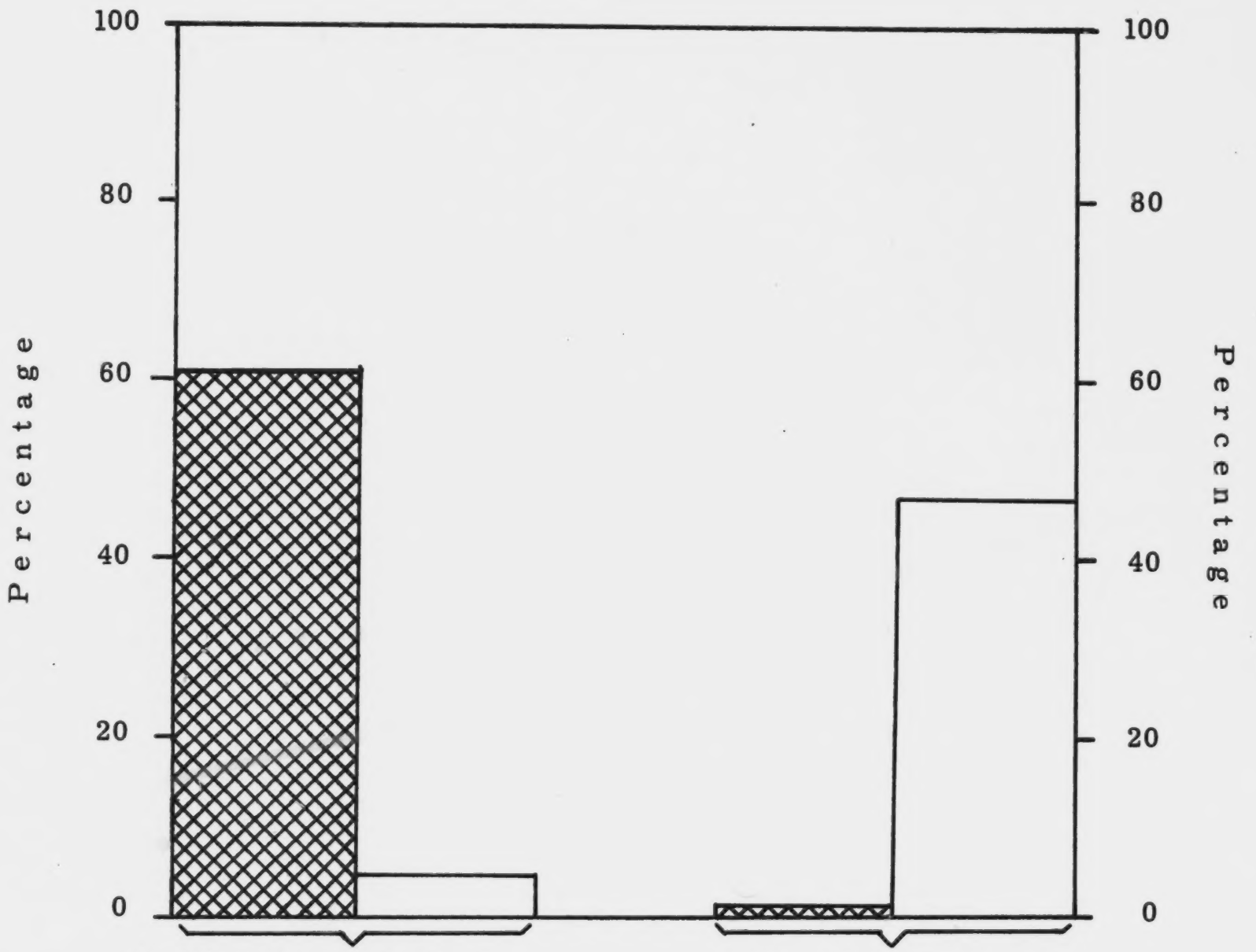
5.7% of the land holders .....



hold 74.4% of the agricultural land.

TRANSPARENCY #5

LAND DISTRIBUTION IN BRAZIL (1960)



61.2% of the landholders....
hold 5.1% of the agricultural land.

1.0% of the landholders....
hold 47.3% of the agricultural land.

Percentage of landholders

Percentage of agricultural land

ED039167

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UNIT VII LATIN AMERICAN CREATIVE EXPRESSIONS*

Senior Elective Course on Contemporary Latin America

SO 000 023

LATIN AMERICAN CURRICULUM PROJECT
403 Sutton Hall, The University of Texas, Austin, Texas 78712
Clark C. Gill and William B. Conroy, Directors

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OVERVIEW

Latin American Creative Expressions is an optional two-or three-week unit for the senior elective course on Contemporary Latin America. To achieve optimum results from this unit, the teacher should have a general familiarity with Latin America's cultural contributions. Since the content of this unit overlaps topics covered in art, music, Spanish and Portuguese courses, the teacher may well enlist the cooperation of teachers of those subjects. Access to a variety of audio-visual materials suggested in the unit is an indispensible requirement.

The values, goals, and ideals of Latin America are illustrated in art, architecture, music and other creative expressions which reflect the cultural blending of various elements (Spanish, Portuguese, African, Indian) and make Latin American culture unique.

This unit contains three parts: 20th century creative expressions of art, architecture, and music. The unit focuses on these three forms of creative expression because the necessary materials are likely to be more accessible to the teacher, and the study of these forms can be adapted to the time span of the unit. Many forms have not been covered. Literature, though a very important form of creative expression, has not been included because translations of works of a short length and at the interest level of senior high school students may not be readily available to the teacher.

Sources and materials for one or more of the three parts (art, architecture, and music) may not be available in certain school situations. However, since the same basic characteristics

of Latin American culture are emphasized in each of the three parts, one or more may be omitted if necessary.

Complete information on materials, references, and sources mentioned in the Explanatory Notes is found at the beginning of each part.

Note: The research reported herein was written pursuant to a contract with the United States Department of Health, Education and Welfare, Office of Education, Washington, D. C.

I. INTRODUCTION

This unit is not an exhaustive study of Latin American creative expressions but a mere sampling as found in selected nations. One should caution that accurate generalizations about the creative expressions of all Latin America are difficult to form on the basis of specific examples.

Main Ideas

I. Creative expression is not limited to the fine arts. It appears at all levels of life in an endless number of forms.

II. Because of wide variations among nations and regions, it is impossible to characterize any types of creative expressions as typically Latin American.

Suggested Source

Pan American Union lends packets of 2" by 2" color slides. Wide variety of subjects. Write for a list of themes:

Pan American Union, Sales and Promotion Division
19th Street and Constitution Ave. N. W.
Washington, D. C. 20206

Suggested Activities	Explanatory Notes
What does the term creative expressions include? Help the class make a list of examples of creative expression on the board.	Students may mention literature, dance, drama, architecture, painting, sculpture, music, etc. The list may also include less obvious examples: cooking, movies, advertising, vocation, speech, thoughts and dreams.
Clarify the meaning and nature of creative expressions by referring to comments on this subject from various sources. Encourage discussion. Do students agree, disagree, and why?	For comments on creativity and creative expression see: Walker, Grace, "Developing an Approach to Creativity," Jones, Earl (ed.), Some Perspectives on Inter-America, Intercultural Education Series, Monograph No. 4. College Station, Texas: Texas A & M University Press, 1968, pp. 50-51.
Help crystallize thoughts by organizing the class definition of creative expression.	
Do students agree, disagree that all individuals are creative? Have them explain their views with examples of people and expressions.	
What evidence does the student see of creativity in the industry and manufacturing of the United States? How do you think a Latin American student would respond to this question about the United States?	If possible show slides in fast sequence, pictures, or merely mention: machines, factories, computers, houses, buildings, commercial signs, highway complexes, steel and plastic forms, etc.

Suggested Activities	Explanatory Notes
	From the variety of examples discussed, creative expressions should be considered as existing at all levels of life in an endless number of forms.
Compare the diversity in creative expressions found within the U. S.	Consider: homes in New England, homes in the South; music (jazz) of New Orleans, music (rock) of San Francisco; rural dance (square dance), dance of the city (ballroom dancing); televised teen dancing programs, the type of dance popular in the students' own circle of friends. These examples may help the students to recognize the diversity of creative expressions of Latin America (a land area greater than the U. S. and Europe combined).
What foreign influence can be seen in the creative expressions of both the U. S. and Latin America?	Consider clothing, architecture, painting, writing, industry and techniques, cuisine, etc. To point to further examples, ask who sets style trends.
Help class make a list of Latin American forms of creative expressions on the board. What are the most significant forms?	
During this unit contemporary Latin American painting, architecture, and music will be considered. What important forms of creative expressions are left out?	The purpose of this question is to strengthen the students' awareness that consideration of these three forms does not make up an exhaustive study, but is only a brief sampling of Latin American creative expressions.

II. MODERN LATIN AMERICAN ART

The focus of this part of the unit is on painting, especially Mexican painting as an example of the broad topic of modern Latin American art. If time permits and sources are available, the teacher may want to consider art forms and countries not included in the suggested activities.

Main Ideas

I. Definition and criteria for judging art vary widely from person to person.

II. In modern Latin American painting:

A. Social injustice and the struggle for reform are common themes.

B. There is frequently evidence of the influence of the Latin American Indian.

C. Strong conservative and traditional elements are present following the European model. (Spain, France, Italy)

D. A focus on regional life is often evident.

Suggested References

Arciniegas, Germán, Latin America: A Cultural History. New York: Alfred A. Knopf, 1967. (See index of book on "art.")

"Art in Mexico," Atlantic. 213:129-141. March 1964.

Suggested Activities	Explanatory Notes
Introduction	
Have individuals spontaneously give their own definitions of art, clarifying with examples.	
Read aloud, from a variety of sources, descriptions, definitions of art.	"Life is both physical and mental, an amalgamation of the plow, the paint brush, the apple, God, a storm, a fevered word, a new bicycle. To attempt to divorce art from any of these is to try to separate man from living. Thus art emanates from life and life is enhanced by art. In fact, many insist that there is art in all life, or at least that there can be: a graceful pirouette, an awkward stumble; the Taj Mahal, an adobe house in Valentine, Texas; Bizet and the Beatles; Whistler's 'Mother' or telephone doodles; the sonnets of Shakespeare, a pleading ad in the personal column of the morning newspaper." Source: Jones, Earl, "America and Art," p. 62.
Make a list on the board of the basic art forms mentioned by students (painting, engraving, batik, ceramics, sculpture, wood carving, weaving, metal work, etc.). Explain that painting will be the form emphasized in this study of Latin American art.	The practical reason for this limited view of art is that reproductions of paintings and murals are more accessible than reproductions of other forms of art.

Bedregal, Yolanda, "Indian Folk Art in Bolivia," Stavrianos, Leften S. (ed.), Readings in World History. Boston: Allyn and Bacon, Inc., 1967, pp. 485-488.

Charlot, Jean, The Mexican Mural Renaissance. New Haven: Yale University Press, 1963.

Clissold, Stephen, Latin America, A Cultural Outline. New York: Harper and Row, 1965.

Derr, Virginia B., "The Rise of a Middle Class Tradition in Mexican Art," Journal of Inter-American Studies. III, No. 3, 1961, pp. 385-409.

Edwards, Emily, Painted Walls of Mexico, From Prehistoric Times Until Today. Austin: University of Texas Press, 1966.

Ferguson, J. Halcro, The River Plate Republics, Argentina, Paraguay and Uruguay. (Life World Library). New York: Time, Inc., 1965.

Fernández, Justino, Mexican Art. London: Spring Books, 1965.

Franco, Jean, The Modern Culture of Latin America: Society and the Artist. New York: Frederick A. Praeger, 1967.

"From the Pampas to Fifth Avenue," New Republic. 154:33-34. June 25, 1966.

James, Concha Romero, "Spanish American Literature and Art," Concerning Latin American Culture. Papers read at Byrdcliffe, Woodstock, New York, 1939. New York: Columbia University Press, 1940, pp. 197-216.

Johnson, John J., "The Artist," Continuity and Change in Latin America. Stanford: Stanford University Press, 1964.

Johnson, William Weber, Mexico. (Life World Library). New York: Time, Inc., 1966.

Jones, Earl, "America and Art," Jones, Earl (ed.), Some Perspectives on Inter-America, Inter-cultural Education Series, Monograph No. 4. College Station, Texas: Texas A & M University Press, 1968, pp. 62-68.

Suggested Activities	Explanatory Notes

Before considering modern Latin American painting, the teacher may wish to set the scene by considering the historical background on the subject, including the following topics:

A. Pre-Columbian art.
B. Colonial Art.
   1. Mestizo art (handcrafts).
   2. Art in the churches. (Spanish, Arab, Oriental, and American elements).
   3. European painting in America.
   4. American painting.
C. Romanticism, neo-classicism, and provincial painting.
D. Modernism (mirrors the aesthetic preoccupation of Europe with exoticism).

The teacher may want to use Mexican examples in the brief historical summary as cited below:

A. Pre-Columbian art.
   1. Teotihuacan (religious center-Teotihuacan) sculpture, painting.
   2. Olmec (Tajin), sculpture.
   3. Classic Maya (religious centers-Palenque, Bonompak), sculpture, painting.
   4. Toltec (religious center-Tula), sculpture.
   5. Tarascan, sculpture in clay.
   6. Maya Toltec (religious centers-Chichén Itzá, Uxmal), sculpture, codices.
   7. Mixtec Zapotec (religious centers-Monte Albán, Mitla), sculpture, jewelry.
   8. Aztec, sculpture, painting, featherwork, jewelry, codices.
B. Colonial art.
   1. Baroque (cathedrals: Mexico, Puebla, Guadalajara, Morelia, Zacatecas).
   2. Churrigueresque (Gilded interiors: Altar of the kings in Mexico Cathedral, Taxco. parish churches).
C. Romanticism - landscape painting (Velasco). Provincial painting (Estrada, Bustos).
D. Modernism
   1. Popular illustrations (Posada).
   2. Nationalism in painting (Herrán).
   3. Mural painting from 1922 (Orozco, Rivera, Siqueiros, Tamayo).

Source of the above outlines: Fernández, Justino, Mexican Art, pp. 20-21.

Kirstein, Lincoln, The Latin American Collection of the Museum of Modern Art. New York: Museum of Modern Art, 1943. (reproductions of all paintings in the collection.)

Lavide, Harold, Central America. (Life World Library). New York: Time, Inc., 1964.

Orozco, José Clemente, "The Mexican Artistic Renaissance," Keen, Benjamin (ed.), Readings in Latin-American Civilization: 1492 to the Present. Boston: Houghton Mifflin Co., 1967, pp. 505-508.

Pan American Union, Highlights of Latin American Art. (Large portfolio of 24 reproductions in black and white. Sold by Pan American Union for $1.75.)

Picón-Salas, Mariano, A Cultural History of Spanish America from Conquest to Independence. Leonard, Irving A. (trans.). Berkeley: University of California Press, 1966.

Reyes, V. M., "Twentieth Century Painting in Mexico," Americas. 16:17-26. August 1964.

Schmeckebier, Laurence E., Modern Mexican Art. Minneapolis: University of Minnesota, 1939.

Smith, Robert C., "Brazilian Art," Concerning Latin American Culture. New York: Columbia University Press, 1940, pp. 181-196.

Suro, D., "New Pictorial Language," Americas. 17:9-13. September, 1965.

"Thirty-five Centuries of Mexican Art," Time. 82:78-80. October 25, 1963.

Suggested Sources of Materials

American Library Color Slide Co.
305 East 45th Street
New York, New York 10017

Encyclopedia Britannica Educational Corp.
425 North Michigan Avenue
Chicago, Illinois 60611

Suggested Activities	Explanatory Notes
	Background reading for the teacher: Arciniegas, Germán, "The Arts in the Spanish Colonies," Latin America: A Cultural History, pp. 193-229. Fernández, Justino, Mexican Art, pp. 7-25. Reyes, V. M., "Twentieth Century Painting in Mexico," Americas. August 1964. (Relationship of past trends to the present; the Mexican spirit is shown in all eras.) "Thirty-five Centuries of Mexican Art," Time. October 25, 1963. (Resumé of 3,000 years of art up to present; demonstrates use of ancient art forms by modern artists--Orozco, Rivera, Siqueiros, Tamayo. 5 color illustrations.)
Latin American Painting In The Modern Period. The Example Of Mexico.	Since reproductions of Mexican murals and paintings are most abundant, Mexico is the focus of the following suggested activities. Slides of works or pictures passed around the class or shown with an opaque projector should be used throughout as the basis for all discussion.
The teacher may desire to briefly outline the main ideas behind the Mexican Revolution. Refer to Unit I.	This activity will strengthen the students' understanding of the Mexican muralists discussed.

Suggested Activities	Explanatory Notes
Have brief individual reports given in class on Orozco, Rivera, and Siqueiros: e.g., the Mexican Revolution in the works of Rivera, social protests in the works of Siqueiros and Orozco. Encourage students to illustrate their reports with pictures in books and magazines.	Sources for class reports: Arciniegas, Germán, Latin America: A Cultural History, pp. 493-498. "Art in Mexico," Atlantic. March 1964. (Entire issue devoted to Mexico. Two articles on art, Color plates. Some information about artists.) Johnson, William Weber, Mexico. (Life World Library), pp. 123-128. Schmeckebier, Laurence E., Modern Mexican Art. (Background analysis of style and meaning of Rivera, Orozco, and the Mexican School. Many black and white plates.) These reports can be the springboard for class discussion. Make frequent reference to the content of the reports when viewing slides of the works.
Show slides or a movie on the Mexican murals. From the murals seen in class of Rivera's work, what are the class impressions of the Mexican Revolution? (the masses, violence, oppression, hunger) What other themes do they see? (the Spanish conquest in the murals of Orozco; an epic history of man, society, and science in Rivera's work; social comment in Siqueiros' work)	Films: "Making of a Mural." (11 min., color). Encyclopedia Britannica Education Films. Filmstrips: "The Artistic Revolution in Mexico." Encyclopedia Britannica Education Films. (One of 8 color filmstrips Mexico in Transition. The whole set of filmstrips is a visual presentation of a totally agricultural country

Suggested Activities	Explanatory Notes
	struggling to become industrialized. Shows continuing revolution in agriculture, industry, education and art.)
	Slides:
	Sets from American Library Color Slide Co., "Murals by José Orozco," "Murals by Diego Rivera," "Murals by David Alfaro Siqueiros."
What forms of social protest do they see in the murals shown in class? What are the painters protesting? (hunger, oppression, lack of Mexican identity, cruelty of the early Spanish conquest, etc.)	Specific examples of social protest can be seen in many works, and a general movement can also be discussed. The following quote of Orozco may help spark class discussion:
	"The Mexican painter turned his sight and his thought towards his own potentialities finding in his own traditional forms his true personality, and so enriching anew the culture to which he belonged, by virtue of the strength of his own sensibility. . . It is well known that he has put all his passion into the paintings executed on the walls of large public buildings, into mural painting--perpetually on view to the people, painting that can be neither bought nor sold, which speaks to all who pass by, . . . in it you can discover almost exactly what Mexico is thinking, what Mexico loves and hates; what worries her, what obsesses her, and what disturbs her; what she fears and what she hopes. . . . The upshot, in fact, is a complete

Suggested Activities	Explanatory Notes
	examination of conscience. . . It must be recognized that the reason why one finds the expression of so many different attitudes in Mexican painting is the absolute freedom in which the artist has worked." Source: Orozco, José Clemente on modern mural painting, in: Fernández, Justino, Mexican Art, p. 32.
Read aloud statements from different Mexican artists on art. How do these statements compare with the students' own understanding of what art is?	"Art is knowledge at the service of emotion." "Behind every authentic work of art there is always an idea never a story." Orozco, José Clemente.
While the students consider various examples and descriptions of Mexican art, have them consider the following questions: 1. How can art be historical? 2. Can art be oblivious to the historical? 3. How can art be a political force? 4. How can murals in public buildings form and change the ideas of large numbers of people? 5. In what ways might murals be considered a form of propaganda? (a superior form, since the mural reaches large illiterate masses, untouched by printed matter) 6. Why may Orozco, Rivera, and Siqueiros be called social reformers as well as artists?	The Revolution produced a new conception of art: "Art belongs to the people, just as Mexico belongs to the Indian people." David Alfaro Siqueiros, the most violent of the revolutionary artists, demanded "a new revolutionary art based on the constructive vitality of Indian art and decrying outworn European ideas." Siqueiros, Alfaro, in: Damaz, Paul F., Art in Latin American Architecture. New York: Reinhold Publishing Corp., 1963, p. 52. "A mural is a permanent discourse; it is meant to be read. Mural painting must express the conscience of man, his drama and tragedy." Siqueiros, David Alfaro.

Suggested Activities	Explanatory Notes
	"And there is absolutely no reason to be frightened because the subject is so essential. On the contrary, precisely because the subject is admitted as a prime necessity, the artist is absolutely free to create a thoroughly plastic form of art. The subject is to the painter what the rails are to a locomotive. He cannot do without it." Rivera, Diego, in: Fernández, Justino, Mexican Art, p. 32.
	"Painting by its very nature, always tends to abolish history, not because it disdains it but because it transcends it. To reduce painting to its reflections of historical events and movements would be like reducing the poet's words to their logical meaning. Painting transcends history although it is its necessary food." Paz, Octavio, Labyrinth of Solitude. New York: Grove Press, 1961, p. 51.
What evidence of Indian influence is seen in the murals?	"Though the Indian is a part of the Mexican population, he plays a passive role in the actual life of the country. The active group is that of the mestizos and the whites of the city. It can be said that the Indian has influenced the urban soul because their blood has mixed with the city white. But today his spiritual and social influence has been narrowed to mere presence. This presence is as important as a catalyst, which, without acting, causes

Suggested Activities	Explanatory Notes
	reactions by its mere presence. The influence of the Indian is so pervasive, nothing Mexican can escape it!" Ramos, Samuel, El perfil del hombre y la cultura en Mexico. (G. Dunn, trans.) Buenos Aires: Espasa -Calpe, 1952, p. 97.
What Spanish influence can be seen in the murals? (history of the Spanish conquest in murals by Orozco) What impressions do these murals give of Cortés? Of the Spanish soldiers? The Catholic missionaries? The Aztecs?	
Have a student report briefly on European influences on the Mexican muralists. (style and technique)	Good sources: Arciniegas, Germán, Latin America: A Cultural History, pp. 494-495. Orozco, José Clemente, "The Mexican Artistic Renaissance," Keen, Benjamin (ed.), Readings in Latin American Civilization, pp. 505-508.
Read aloud comments of Samuel Ramos. Afterwards, discuss "false Europeanism," "the illusion of Mexicanism."	"In the future Mexico will no doubt have a Mexican culture; but it cannot be thought of as an original culture, different from all others. By 'Mexican culture' we mean universal culture made our own, a culture that lives with us, capable of expressing our souls... Bolívar wrote of the new world that Americans are first of all Europeans. In Mexico they have abused this fact for a century, imitating Europe
Relate the murals of Orozco, Rivera, and Siqueiros to these two ideas. Though they have used European techniques, how have they avoided "false Europeanism?" (Content is truly unique to Mexico.)	

Suggested Activities	Explanatory Notes
In what ways do they escape the "illusion of Mexicanism?" (Evidence is seen of theme not limited to Mexico, but rather universal in scope. The historical importance of Spain is shown.)	arbitrarily, with no other rule than individual whim. The original sin of Mexican Europeanism is the lack of means to find or select the cultural seed in the Americas that could grow in our souls and produce fruit applicable to our peculiar needs. That means could be no other than the reality of ourselves; but this was ignored, because all interest and attention was turned toward Europe. The mistake of imitating Europe perhaps comes from a misconception of 'culture,' by idealizing too much, separating it from life as if vital force and warmth were not necessary to sustain the spirit... We must avoid false Europeanism. But at the same time, the illusion of Mexicanism is equally as dangerous, as false. Such Mexicanism, animated by a resentment of foreign influence, pretends to remake a complete new life on completely different basis from those used until now, as if it were possible in a fixed moment to negate all history. This has produced a picturesque view of Mexico; relating its cultural identity only to elements with Mexican nationalism. But this Mexico of the charro and the china poblano, of the quaint Indian is false as the Spain of the pandereta."
How are these artists limited by their Mexicanism? By their realism? By their historicism?	Ramos, Samuel, El perfil del hombre y la cultura en Mexico. (G. Dunn, trans.) Buenos Aires: Espasa - Calpe, 1952, p. 97.

Suggested Activities	Explanatory Notes
Have a student report on recent Latin American abstract painting, emphasizing one painter or country, (or if time permits, cover more than one painter and country).	The painter the student chooses will depend on the availability of illustrated materials. The pictures he brings can be projected with the opaque. Good sources: Ferguson, J. Halcro, The River Plate Republics, (Life World Library), p. 137 and pictures on pp. 142-143. (expressionist painters of Buenos Aires, now the center of Latin American art) Suro, D., "New Pictorial Language," Americas. September 1965. (general article on Latin American painting; black and white photographs of contemporary works featuring artists of Argentina, Bolivia, Colombia, Ecuador, Uruguay)
Read comments in Explanatory Notes on abstract painting. Discuss in relationship to the examples projected in class.	"Since 1950, the acceptance of abstract art by most young Latin American painters has had the effect of minimizing local native influences and of integrating Latin American painting with contemporary international schools." Damaz, Paul F., Art in Latin American Architecture. New York: Reinhold Publishing Corp., 1963, p. 52. Also see: Derr, Virginia B., "The Rise of a Middle Class Tradition in Mexican Art." (for a statement on the development of 20th century Mexican art--from Revolutionary concern for masses, to present middle class orientation)

III. MODERN LATIN AMERICAN ARCHITECTURE

Only a small sampling of Latin American architecture is treated in this unit. Two famous examples of modern architecture are singled out for special attention: the National University of Mexico and the city of Brasilia. For a more general overview of modern Latin American architecture, consult the suggested references listed below, especially the works of Paul F. Damaz and Henry-Russell Hitchcock.

Main Ideas

I. There is great variety in Latin American architecture from one region to another.

II. Modern Latin American architecture is colonial to a great extent. At the same time there is evidence in Latin American architecture of a strong desire for cultural independence from Europe and for a cultural identity of its own.

III. There is frequently an integration of art and architecture in Latin America. The aesthetic concern for form, color, and material is often greater than any concern for functionality.

Suggested References

Arciniegas, Germán, Latin America: A Cultural History. New York: Alfred A. Knopf, 1966, pp. 195-211.

"Brasilia Neurosis," Newsweek. May 3, 1965.

"Brazil: The Human Touch," Newsweek. December 18, 1967, p. 62.

Suggested Activities	Explanatory Notes
Have a student report on colonial architecture, emphasizing the style of churches and homes of which he can find pictures to show the class. (description of Spanish, Arab, Italian influence)	Examples: Cartagena's resemblance to Damascus (kiln-baked or sun-dried brick, later stuccoed and white-washed or painted blue, pink, ochre, or red in Arab style), jalousies or venetian blinds on the balconies of Spanish cities in America, the designs of Seville repeated in the glazed tiles of American cities, cupolas of glazed tile like those of the Arab Mediterranean. Sources for student reports: Damaz, Paul F., Art in Latin American Architecture, pp. 35-41. Stavrianos, Leften S., Latin America: A Culture Area in Perspective, p. 58. (brief comment on colonial Spanish influence on Latin American architecture) Arciniegas, Germán, Latin America: A Cultural History. Life World Library. (volumes on various regions--especially Central America, pp. 47-53: pictures and comments on Spanish and Moorish influence in Latin American architecture)
Have a group of students plan a presentation to the class of homes and apartments of Latin America, using pictures that they find to illustrate the influence of colonial Spanish architecture in present-day homes.	Suggest as student source material: Life World Library. (volumes on various regions) National Geographic Magazine. (illustrated articles on various regions)

Damaz, Paul F., Art in Latin American Architecture. New York: Reinhold Publishing Corp., 1963.

De Sa, Hernan Tavares, "Brasilia," National Geographic Magazine. Vol. 117, No. 5, May, 1960, pp. 704-724.

"Dream Come True," National Geographic Magazine. May, 1960, pp. 705-706.

Goodwin, Philip, Brazil Builds: Architecture New and Old, 1652 - 1942. New York: Museum of Modern Art, 1943. (Portuguese-English edition)

"Growing Pains for a Frontier Capital," Business Week. April 20, 1963.

Hanke, Lewis, Mexico and the Caribbean. Princeton: D. Van Nostrand, 1967, pp. 120-124.

Hitchcock, Henry-Russell, Latin American Architecture Since 1945. New York: The Museum of Modern Art, 1955.

Johnson, William Weber, Mexico. (Life World Library). New York: Time, Inc., 1966.

Lavide, Harold, Central America. (Life World Library). New York: Time, Inc., 1964.

Shipway, Verna and Warren, The Mexican House, Old and New. New York: Architectural Book Pub. Co., [c 1960].

Smith, Clive Bamford, Builders in the Sun. New York: Architectural Book Pub. Co., 1967.

Stäubli, Willy, Brasilia. New York: Universe Books, 1965.

Stavrianos, Leften S., Latin America: A Culture Area in Perspective. Boston: Allyn and Bacon, Inc., 1968.

Suggested Sources

American Library Color Slide Co., 305 East 45th Street, New York, New York 10017. Modern Architecture: The University of Mexico (12 slides).

Suggested Activities	Explanatory Notes
Emphasize materials used as well as architectural style. Contrast life in the highlands, the temperate regions, and the tropical regions.	Shipway, Vera and Warren, The Mexican House, Old and New.
Relate these questions to the group report on homes and apartments: 1. How is the architecture related to geography? The open patio is not common in cold climates; some areas use thatched or wooden roofs; others use tin or red tile. This depends on material available. 2. What evidence does the class see of Spanish influence? (patios, arches, and latticed windows) 3. What part do color and form play in the architecture of these homes? (mosaic tile, flowers, gardens, painted stucco, lacey grillwork, intricate wood carving)	
What did U. S. architect, Frank Lloyd Wright, mean by saying that in architecture "form follows function?"	Architecture is to a large extent formed by the function, by the necessity of the structure.
In the architecture of a school building, which aspect is emphasized--the functional or the aesthetic? Ask students to give their opinions and to refer especially to their school building.	

International Film Bureau, Inc., 332 S. Michigan Avenue, Chicago, Illinois 60604.

Pan American Union, Sales and Promotion Division, 19th Street and Constitution Avenue N. W., Washington, D. C. 20206

Programa de Educación Inter-Americana, Building C, Texas A & M University, College Station, Texas 77843.

Suggested Activities	Explanatory Notes
What is emphasized in most U. S. architecture--the aesthetic or functional and organizational aspects? Discuss specific examples.	Specific examples may include: stores, apartment buildings, hospitals, office buildings, university campuses, churches and homes.
Relate Wright's comment to colonial Spanish architecture. Give evidence from the colonial architecture seen in class that form does not always follow function.	In other words, form follows the aesthetic. Examples: Stavrianos, Leften S., Latin America, p. 59 (picture of a baroque church). Johnson, William Weber, Mexico. (Life World Library), p. 19 -- color plate of Tepotzotlan Convent church. Also refer to pictures shown by student in introductory report on colonial architecture.
Have a student report on and show pictures of the architecture of the National University of Mexico.	Teacher may supplement the pictures found by the student with a set of twelve slides, Modern Architecture: The University of Mexico. The American Library Color Slide Co.
On the basis of the student report and viewing the slides, which aspect would the students say is emphasized in the architecture of the National University of Mexico--the functional or the aesthetic?	
Give examples of the integration of art and architecture in the University. (mosaic murals, variety of architectural form)	

Suggested Activities	Explanatory Notes
To what extent are art and architecture integrated in the United States?	
Mention the government subsidy of the arts in Mexico. Could the lack of this government support of the arts in the United States explain the lesser amount of art in architecture?	For further information on the government subsidy of the arts: Hanke, Lewis, "From Marble Palace to Anthropological Museum," Mexico and the Caribbean, pp. 120-124.
In what ways is the campus ostentatious? (in contrast to the slums, for example)	The finery of the Catholic churches in Mexico also might be considered ostentatious, though some would say these sharp contrasts are representative of the very nature of Mexican society.
What would a Mexican architect say of the importance of functionality and organization in relationship to the artistic aspects of architecture?	"Functional architecture appeared to be useful in poor countries such as Mexico, where economic conditions justified the most efficient use of natural resources and the saving of work hours. Functionalism opened the door to greater possibilities; it also reduced the building to the mechanical necessities of a shelter for man and, by doing so, denied all aesthetic pleasure produced by form and color." O'Gorman, Juan, in: Damaz, Paul F., Art in Latin American Architecture, p. 73.
	"Organization should not be confused with progress. Progressive countries are supposed to be the best organized, but ants and birds

Suggested Activities	Explanatory Notes
	long ago achieved operative perfection, and they haven't progressed at all in millions of years. Organization is conservative, static." Candela, Felix, in: Smith, Clive Bamford, Builders in the Sun, p. 107.
Have a student report briefly on the architecture of Brasilia, emphasizing the social and economic problems it supposedly solved.	Sources: "Brasilia Neurosis," Newsweek. May 3, 1965. "Dream Come True," National Geographic Magazine. May, 1960, pp. 705-706. "Growing Pains for a Frontier Capital," Business Week. April 20, 1963.
Read the quote of Felix Candela to the class. Discuss in relationship to the pictures shown in class of Brasilia. What must have been the central concern in designing Brasilia--the human elements, functionality, or beauty in structure and form? Was the problem of overpopulation and slums in this case approached in a "spirit of simplicity and humility?"	"Brasilia? A pseudo-city built with scandalous, publicity-seeking zeal. Brasilia! The TWA terminal at the New York City airport! The results of the more important international competitions must fill the juries and the profession as a whole with shame! Who has dared to denounce the Sydney Opera House, or to lament the abject failure of the San Sebastian competition? Paris is full of exhibitions of mad, tasteless, impractical projects for cities of the future, and they are photographed, reproduced and praised, whilst nobody pauses to think of the change of scale, the impossibility of such gigantic proportions. A flea can jump many times its height. An elephant cannot get off the ground. The consciousness

Suggested Activities	Explanatory Notes
	of physical limitations must be inculcated. Problems must be approached in a spirit of simplicity and humility." Candela, Felix, in: Smith, Clive Bamford, Builders in the Sun, p. 109.
How would students solve the problems of over-populated cities? What alternative exists to building upwards? Do students think Brasilia is a good answer? Why? In what ways is it dead? Alive? Graceful?	"What is the average height of all the buildings in this city?...One and a half stories....Make that four stories or six; house more people, and incidentally give them more space in which to walk...We must make more super-blocks, more cells of twenty thousand or fifty thousand people. Why, automation soon will present us with a twenty-hour working week. Are we prepared for so much leisure? Are we improving, in the cultural sense, so as to use it gracefully? I fear not." Pani, Mario (Mexican architect), in: Smith, Clive Bamford, Builders in the Sun, p. 178.
	Supplementary Material:
	Slides: Brasilia: Planned City with a Present and a Future. Ruth Cedillo. Programa de Educación Inter-Americana. 30 slides and narrative compose the study unit.
	The teacher should use the visual aids as much as possible and focus the discussion around specific examples which the class can actually see.

Suggested Activities	Explanatory Notes
	Film: Brasilia. International Film Bureau. 16 mm. 13 min. Steps in the development of plans for building Brasilia: from planning to construction. Rental: BYU.

IV. MODERN LATIN AMERICAN MUSIC

In Latin America, music is not reserved for a small group of serious musicians. It is common for family and friends to sing together. When music is experienced with others, feelings and aspirations can be communicated, even without words.

Our own musical heritage is so close to that of Latin America that it is possible for us to hear, enjoy, and interpret their music. No translator is necessary.

Students must experience the music, not just talk about it. The use of recordings will create a common ground for discussion. It is recommended that the teacher supplement the suggested activities whenever possible with available recordings.

The suggested activities have been divided into two parts: folk and popular music, and symphonic music.

Main Ideas

I. African, Indian, Spanish (as well as Portuguese and other European) influences have affected the development of Latin American music.

II. Variation in the relative importance of these influences from one region to the next has given Latin American popular and folk music a distinctly regional character.

III. Recently, there has been a great effort to recognize Latin America's musical heritage and combine this old and traditional music with new forms.

IV. Nationalism is often a strong force in Latin American music.

Suggested Activities	Explanatory Notes
A. Folk and Popular Music	Background material: Daly, Carolyn, "Music of the Americas," pp. 70-93. This material includes: outline of Latin American music--country by country--emphasizing types, dances, instruments, composers, performers, and developments; bibliography of books, magazines, pamphlets, records, songbooks, and sheet music.
Ask students to describe typical Latin American music. Then consider the comments in the Explanatory Notes.	There is no "typical" music. "There are many types, each from its own area, but equally a part of the countries of the Americas and most showing Old World characteristics." Daly, Carolyn, "Music of the Americas," p. 70. There are regional differences in the blend of old and new influences: "The music is a blend of the old--the Indian or pre-Columbian cultures--with the influences of the immigrants of Europe and Africa, plus the idioms of the people of today. In some cases, Indian music, instruments and dances, as is the case in Ecuador, have been preserved almost intact, but in others, as the Guaraní Indians of Paraguay and the Arawaks of Jamaica, the old has been entirely obliterated and the new has predominated." Daly, Carolyn, "Music of the Americas," p. 70.

Suggested References

Arciniegas, Germán, Latin America: A Cultural History. New York: Alfred A. Knopf, 1966.

Berrien, William, "Contemporary Latin American Music," Concerning Latin American Culture. Papers read at Byrdcliffe, Woodstock, New York, 1939. New York: Columbia University Press, 1940, pp. 151-180.

Copeland, Aaron, "Latin American Music," Hanke, Lewis, Contemporary Latin America: A Short History. Princeton: D. Van Nostrand, 1968, pp. 340-350.

Daly, Carolyn, "Music of the Americas," Jones, Earl (ed.), Some Perspectives on Inter-America, Intercultural Education Series, Monograph No. 4. College Station, Texas: Texas A & M University Press, 1968, pp. 70-93.

Henríquez-Ureña, Pedro, A Concise History of Latin American Culture. New York: Frederick A. Praeger, 1966.

Johnson, William Weber, The Andean Republics: Bolivia, Chile, Ecuador, and Peru. (Life World Library). New York: Time, Inc., 1965.

_____, Mexico. (Life World Library). New York: Time, Inc., 1966.

Milne, Jean, Fiesta Time in Latin America. Los Angeles: Ward Ritchie Press, 1965.

Pan American Union, Music of Latin America. Washington, D. C., 1963 (reprint of 3rd edition).

Picón-Salas, Mariano, A Cultural History of Spanish America. Berkeley: University of California Press, 1962.

Seeger, Charles, Music in Latin America: A Brief Survey. Washington, D. C.: Pan American Union, 1942. (Its Club and Study Series, No. 3). A second edition, 1945.

Slonimsky, Nicolas, Music of Latin America. New York: Thomas Y. Crowell Co., 1945. (Includes dictionary of Latin American musicians, songs and dances, and musical instruments, pp. 295-325)

Suggested Activities	Explanatory Notes
Compare and contrast the musical history of Latin America with that of the United States. Consider European, Negro, Indian influences.	Three main periods in musical history of North and South America: "The first step takes place when the Europeans come and settle in the new colonial world, bringing with them the music they loved at home. In Spanish America, the Catholic missionaries performed a major role in spreading knowledge of Western music among the peoples that they found in those countries. The situation was quite different from that in our own country, where our earliest musicians came mostly from England. Later on, during the 19th century, we had a great wave of German musicians, around 1848 and just after that, and then an influx of musicians from Italy and many other countries. In Latin America, we witness a similar happening: at various periods the arrival of musicians from abroad who helped to establish the whole idea of Western musical culture." Copeland, Aaron, "Latin American Music," p. 341.
How do the students characterize folk music? Have them compare their description with that of Walker.	"Folk music is, first of all, creative expression which comes from the roots of a people's life. The folk poet gives us the simple picture as he sees it. He lets action speak for itself, thus appealing to one's imagination. It is never vague--never overdone, always full of repetition and imaginative ideas. This music gives us in

Stavrianos, Leften S., Latin America: A Culture Area in Perspective. Boston: Allyn and Bacon Co., 1967, p. 59.

Walker, Grace, "Developing an Approach to Creativity," Jones, Earl (ed.), Some Perspectives on Inter-America, Intercultural Education Series, Monograph No. 4. College Station, Texas: Texas A & M University Press, 1968, pp. 50-60.

Recordings

This selection is based on A Selected, Annotated Bibliography of Inter-American Teaching Aids for Art, English Language Arts, Music, Social Studies and Spanish. Intercultural Education Series, Monograph No. 2. College Station, Texas: Texas A & M University Press, 1967.

Argentina:

Argentina canta así. Odeon C-86500. Folk and pop vocals and instrumentals, several artists. 10 records, 32 min. each.

Carnavalitos de Argentina. Edmundo P. Zaldívar, and orchestra. (Tape) Texas Education Agency. 1759-45. Twelve typical songs of Argentina.

Corvalan, Octavio, Argentine Folk Songs. Folkways FW 6810. Folk vocal with guitar.

Di Sarli, Carlos, Music Hall 12016. Pop vocal with accompaniment. 31 min.

_____, Music Hall 12017. Tango instrumental. 32 min.

Folklore. Philips 86000. Folk vocals with accompaniment, several artists, 2 records, 70 min.

Folklore para todos. Philips P 13958L. Several artists, vocal and instrumental, 36 min.

Los Fronterizos. Los grandes éxitos de los Fronterizos. Philips P 08276L. Pop, folk, vocal. 35 min.

Brazil:

Almeida, Laurindo & Concert Arts Chamber Orchestra. (Stanley Wilson). Concert for Guitar and Small Orchestra. (Villa-Lobos). Capitol SP 8638. Stereo. Classic.

Suggested Activities	Explanatory Notes
	essence the life itself. It is difficult to sing folk music without becoming, for the moment at least, a part of the people whose music we sing." Walker, Grace, "Developing an Approach to Creativity," p. 54.
What festivals or contests do students know of to compare with the folklore festivals so numerous in Latin America? (jazz and blues festivals, barbershop quartet competition, square dance festivals, hootenanies)	
Have one of the students with an interest in jazz, report to the class, comparing Bossa Nova to American jazz--the origins of both.	
Have students report briefly on folk and popular music of various countries, with an emphasis on European, Negro and Indian influences present. Which is predominant? Have students bring pictures of instruments and musicians.	Sources for Reports: Copeland, Aaron, "Latin American Music," pp. 344-345. Daly, Carolyn, "Music of the Americas," pp.71-91. Johnson, William Weber, The Andean Republics. (Life World Library), pp. 65, 67, 70. (pictures of various indigenous instruments and also a brief article "Religious Festivals Punctuating the Andean Year") Johnson, William Weber, Mexico. (Life World Library), p. 138. (article on the fiesta in Mexico and its music)

Baez, Joan/5, Vanguard VSD-79160. "Bachianas Basileiras" Classic, (Villa-Lobos), "O Cangaceiro." Folk. Stereo.

Black Orpheus. Original sound track from film. Fontana SRF 67520. Stereo. Vocal and instrumental.

Camargo, Ely, Cançōes de minha terra. Chantecler CMG-2256. Folk vocal. 34 min.

Cardoso, Wanderley, O bom rapaz. SOM CLP 11505. Pop vocal with accompaniment. 33 min.

Carlos, Roberto, Jovem guarda. CBS 37432. Pop vocal with accompaniment. 33 min.

Gonzaga, Luis, Quadrilhas e marchinhas juninas. RCA Victor BBL-1342. Folk dance vocal with accompaniment. 32 min.

Mathis, Johnny, Olé. Mercury SR 60988. "Manha de Carnaval," "Samba de Orfeu," "Bachianas Brasileiras" (Villa-Lobos). Classic.

Mendes, Sergio, & Brasil '66. A & M Records SP 4116. Stereo. Pop vocal with accompaniment.

Palmer, Maria Toledo, A nova lei espíritu Jesus a chave umbanda. Continental PPL-12.160. Macumba, vocal with accompaniment. 30 min.

Pittman, Eliana, E preciso cantar. SOM CLP 11493. Pop vocal with accompaniment. 31 min.

Rayol, Agnaldo, A mais bela voz do Brasil. SOM CLP 11.472. Pop vocal with accompaniment. 34 min.

Rodrigues, Jair, O sorriso do Jair. Philips P 765.004 P. Vocal with accompaniment. 33 min.

Wanderley, Walter, Samba so! Liberty WP-1856. Instrumental.

Ecuador:

Al ritmo de Blacio Jr. Orion LP-12-25067, Songs with string instruments by several artists. Pop. 33 min.

Marambio, Willy, La trompeta mágica. Onix LP 5041. Instrumental, trumpet and several vocals. 33 min.

Valencia Brothers. Granja ARO-45-103. Duet with accompaniment. 2 songs, "Penas" and "Aguacate." 6 min.

Suggested Activities	Explanatory Notes
	Stavrianos, Leften S., Latin America: A Culture Area in Perspective, p. 59.
While reports are given, ask students to cite contrasts between regions as well as similarities.	
Have a student report on the origin of the Tango.	Originally the Tango comes from a dance of the 19th century, "danza habanera" (dance of Havana). This was a creole form of the French counter-dance, similar to the English country dance. African rhythm was added, producing an especially elegant and harmonious form of dance. The sensual cadence of the Argentine Tango comes from this dance of Havana. (Source: Florit, Eugenio, Retratos de Hispano-américa. New York: Holt, Rinehart, and Winston, 1962, p. 226.)
If pictures of masks and carnaval costumes are available, an interesting display might be made of these.	
Have several students report on mysticism and magic in Latin America: African religions (Macumba, Candombé, Voodoo); Spanish magic (mixture of Moorish, Jewish, gypsy, Christian, witches, and medieval superstition); Indian magic (regional gods of frogs, lizards, serpents, sun, water, moon, corn, the eagle, etc.).	Source: Arciniegas, Germán, Latin America: A Cultural History, pp. 523-548.

Guatemala:

Betancourth, Domingo & Marimba, Ideal, Lindo Xelajú. Dideca LP-1218. Popular and folk instrumental. 34 min.

Raudales, Enrique, Ondas azules, valses selectos de compositores nacionales. Tikal L. P. 28. Instrumental. 34 min.

Paraguay:

Fernandez, Emiliano R. Amambay 311. Several groups perform the music of composer Fernández. 32 min.

Kent, Alicia y los Tres Príncipes. Industrias Fonoeléctricas Guaraníá 403. Popular artist Alicia Kent sings 4 typical songs of Paraguay. 12 min.

Larramendia, Rubito. y su Gran Conjunto Paraguayo. Bajo el reino de las estrellas. Amambay XLD 35993. A group of 5 who sing with guitar and harp: traditional music. 38 min.

Música Paraguaya. Odeon PR-1002. Traditional and popular music with harp and guitars, various groups. 30 min.

Música Paraguayas. Odeon XLD 36380. Paraguayan music with harp and guitar, performed by very popular group. 30 min.

Peru:

Fiesta folklórica. v. 3. Virrey DV-485. Folk vocal with accompaniment, several artists. 35 min.

Machu Picchu. (tape) Texas Education Agency 1288-30. Typical Peruvian music featuring native instruments.

Venezuela:

Alma lianera. Montaño, Rafael. ERNA-ER 505. Vocal with guitar and percussion. Venezuelan music. 42 min.

Cantando en el campo. Gonzales, Odilio. Discos Sonus-MVLP-39. Solo vocal, guitar and percussion accompaniment. Songs of the Venezuelan countryside. 40 min.

Entre brumas. Trio Bocono. Vega. Trio with guitars, traditional music (waltzes, boleros, merengues). 28 min.

Suggested Activities	Explanatory Notes
Have a student report on carnaval in Brazil. How does carnaval reflect a blending of these elements (African, Indian, Spanish magic) with the Roman Catholic Church?	For source on carnaval: Milne, Jean, Fiesta Time in Latin America, pp. 33-55.
What examples do students see of Latin American influence in the music of the United States? (calypso, cha-cha-cha, bossa nova, Brazil '66, Joan Baez singing Latin American folksongs)	
B. Symphonic Music	Background information on Latin American symphonic music for teacher to emphasize during the oral reports when appropriate:
Assign brief individual reports to be given in class on the following musicians - (style and mood of their work):	The first Latin American orchestra was founded in Caracas in 1750.
Carlos Chavez - emphasis on the modern Indian.	By the last half of the 19th century, Latin American performing artists had gained fame in Europe: the Venezuelan pianist, Teresa Carreño, and the Cuban violinists, José White and Claudio Brindis de Salas.
Silvestre Revueltas - emphasis on mestizo realism.	In the 19th century, symphonic orchestras of Guatemala, Buenos Aires, Bogotá, and Mexico played concerts of Haydn and Mozart; while in churches one heard Palestrini (Italian), Victoria (Spanish), Bach, and Handel.
Heitor Villa-Lobos - nationalistic, yet universal; discovery of Brazilian musical heritage combined with new forms.	Source: Florit, Eugenio, Retratos de Hispanoamérica. New York: Holt, Rinehart and Winston, 1962, pp. 224-234.

Los Trovadores en Venezuela. Los Trovadores. Venevox-LP-957. Orchestral instrumental. strings and reeds. Venezuelan and Latin favorites from pop to semiclassical style. 34 min.

Mario Suárez canta a Juan Vincente Torrealba. Suárez, Mario. Venevox-BL-07. Solo vocals with guitar and percussion accompaniment. Venezuelan music composed by Torrealba. 34 min.

Música Margaritẽna. Asociación de Fomento y Turismo de Margarita. Instrumental offering of popular and folk music of the Island of Margarita. 40 min.

Música en el jardín de Venezuela. Orquesta Típica Nacional. Vega. Traditional orchestra arrangement to commemorate the 400th anniversary of Villa de Boconó. 42 min.

Venezuela. Romero, Aldemaro & Orchestra. RCA Victor LPM-1315. Orchestral instrumental with reeds, strings, and brass. Venezuelan and other Latin, semiclassical to pop favorites. 30 min.

Film

Brazil: Land of Magic Music. 22 min.
Kedwell, Richard; Mazwell, C. A. and Jones, Earl, Programa de Educación Inter-Americana. Texan and Brazilian teenage disc jockeys present the most important types of music in Brazil; picture of popular artists, composers, and the country.

Suggested Activities	Explanatory Notes
	If available, listen to recorded selections from the works of Carlos Chavez, Silvestre Revueltas, and Heitor Villa-Lobos. Carlos Chavez (Mexico, 1899-). Folklore is used as basis for some of his works. He represents a modern indigenous expression as exemplified by "El nuevo fuego," "Los cuatro soles," "Sinfonía India." (The last is an especially good example, written while in the United States, 1935-36.) Silvestre Revueltas (Mexico, 1899-1940). His music is nationalistic, dealing most frequently with the life and land of Mexico. "Planos" (1934), and "Cuauhnahuac" are representative works. Villa-Lobos (Brazil, 1887-1959). Brazilian rhythms are combined with Bach counterpoint. Villa-Lobos was appointed director of musical education in Rio de Janeiro, 1932. He emphasized the teaching of Brazilian songs and dances in the public schools, and organized huge choruses of children which he conducted. Source: Florit, Eugenio, Retratos de Hispanoamérica. New York: Holt, Rinehart and Winston, 1962, pp. 224-234.
In reference to the reports, ask students: How have these 20th century composers combined international and national influences in their work? (International character of the techniques used, nationalistic use of	Examples of international influence: Argentina and Brazil have been influenced by Italy, Spain and especially by France. Source: Copeland, Aaron, "Latin American Music," p. 341.

Suggested Activities	Explanatory Notes
local instruments, and at times local themes)	Latin American musicians traditionally go abroad as a part of their education. (The United States also had this trend, especially around 1890-1910.) Thus the influence of the following European musicians appears in Latin American music: Mendelssohn, Schumann, Wagner, Brahms, Debussy, Ravel, Stravinsky, and Schoenburg. Source: Copeland, Aaron, "Latin American Music," p. 342.